The AMERICAN SHORTHAND TEACHER

A Magazine for Teachers of Shorthand and Other Commercial Subjects

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Preparation for Students' Shorthand Examinations

A Paper read before the National Gregg Association, London, July 16, 1926

By Mabel E. L. Dix

Principal of the Gregg School, Manchester, England

EXPLANATORY NOTE: In Great Britain great importance is attached by students, their parents and teachers, to the Certificates granted in the various examinations held by public examining bodies. These examinations are held in every large city and town in the Kingdom at stated periods, usually in the months of March or April and June or July. Most of the examining bodies hold special examinations at other times when there are enough applicants. Among the leading independent examining bodies are the Royal Society of Arts, the London Chamber of Commerce, and the Faculty of Teachers in Commerce. Last year, in the subject of shorthand alone, there were about 14,000 entries for the examinations of the Royal Society of Arts. The examinations of the R. S. A. are given in three stages—Elementary, Intermediate, and Advanced. In addition to the certificates, Medals are awarded to those who rank highest in the Kingdom in the various subjects.

Some of the examining bodies have two examinations under each of the classifications mentioned. For example, the shorthand examinations of the Royal Society of Arts are:

Stage I.	*Elementary*—Tests at 50 words a minute and 60 words a minute.
Stage II.	*Intermediate*—Tests at 80 and 100 words a minute.
Stage III.	*Advanced*—Tests at 120 and 140 words a minute.

In the Elementary stage the tests are of five minutes' duration; in the Intermediate and Advanced they are for seven minutes. The matter given in the R. S. A. shorthand examinations is very generally regarded as being

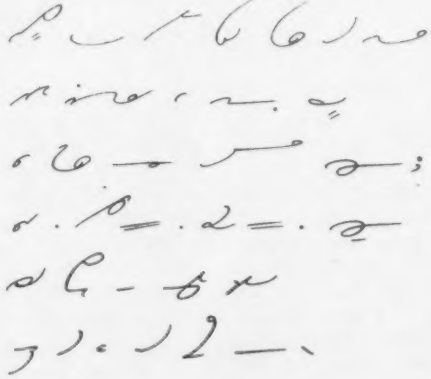
of more than ordinary difficulty. Incidentally, this has the effect of enhancing the value of the Certificates in the eyes of the public, the students, and the schools. Mere accuracy in transcribing is not the sole requirement in these examinations. The syllabus states, "A high standard of speed and accuracy, but also of spelling, punctuation, and clearness and neatness in writing will be required in order to secure a pass."

We have thought it well to preface Miss Dix's paper with this explanation so that American teachers may understand the stress that is placed by teachers in Great Britain upon preparation for examinations. The paper will be interesting to our readers not merely on account of the views contained in it, but for the dry humor running through it. The problems of shorthand teachers everywhere are basically alike! It may be well to add that Miss Dix is one of the most successful commercial teachers in England.—*Editor*

AS the responsibility for any Examination successes sits very lightly upon the shoulders of students, it must rest upon the teacher, so one's choice of staff is an important one. It is not always easy to find one's ideal; the teacher must be a teacher born, not trained to take up teaching as a profession. *Teaching* must be the one thing on earth she would like best to do; if not, how can she tackle the thousand and one things that come her way.

Think of the various types she has to deal with; the bright girl who just steadily works her way to the top of the school, who was probably head girl in one of the High Schools, and nothing but the top comes within her ken; the 1926 young misses who trip through their class work with one bit of themselves continually scheming as to how to manage it, what train will he be on tonight, or how well some particular head has been shingled, etc., etc. Then there is the slow, plodding type who has yet to discover that good fat worms are scarce and one needs to be quick to lay hold of one; and, again, the would-be clever girl who at the wrong moment would seek diligently, and seemingly unwarily, a bit of information regarding outside subjects, who thinks the spice of life is added to if she can successfully bait a trap for a teacher; the mischievous boy who is so deliciously young, really—who just keeps one eye on the teacher while he measures the length of his rope; the older youth who feels the dignity of having exchanged his shorts for longs and is above all boyish tricks—who thinks he is a *man* and must be treated with all deference due to such; the shy, nervous child who has to be handled as tenderly as a porcupine if she is going to make any headway. What chance has a teacher to deal with this mixed grill unless she has personality, a quick brain, so that she can think of more than one thing at a time, and be able to cope with any situation as it arises.

A New Year's Greeting



The Ideal Teacher

An alert teacher gives color to her students, no one who thinks in grays and dull tones can expect to weave bright and gay colors. Go into a classroom where there is an alert teacher, and you find a class as alert as she is. The young take color from those around them, so what good is a leader who cannot set the pace? A smart pupil is soon bored unless the standard expected is high, and then, of course, trouble begins and spreads, and the poor teacher is at her wits' end to maintain discipline. If, however, she is of the energetic, live-wire type, her team have no time for slacking, she keeps them on the run the whole time; occasionally they sag by the wayside, but if their enthusiasm is kept warm they soon make another spurt and come along gaily again.

The first thing is to be master of one's job, but we must know enough of the other man's job to be able to understand the part he is playing in life and to play our own part in sympathy. The practical side of a teacher's work, too, must be of the highest order, because students subconsciously imitate her style and, if she ambles along from day to day with no set goal, so will they. Each day must have its definite aim. It is a simple matter to kindle their ardour, perhaps harder to keep it glowing, but it has got to be made to blaze, and blaze furiously right from the early stages until the goal of 140 is reached. All this falls on the teacher; she is responsible

for their work, their behavior, their progress. There can be no standing still. She must foster a spirit of *esprit de corps,* and see that they make good for their own sakes and for the sake of the school; always be ready to encourage, to use her judgment and tact, above all to be fair. She has to be the whipper-in as well as the cockswain, and for her own sake she must possess that saving grace, a sense of humor.

Hard to Find

It is difficult sometimes to get the right type of commercial teacher because, as a general rule, the senior girl who wishes to take up teaching as a profession has golden opportunities of winning scholarships to Universities from the high and secondary schools, but very often there is in a commercial school a girl who has failed in one particular subject in her Matric. and is debarred for some reason or other from trying again and has taken a secretarial training instead, although her heart is still in the teaching world. These are the girls who, as a rule, are only too glad to take a Junior position as teacher in their own school until they have their diploma and have gained some experience. They must be head girls who have already proved their worth during their own period of Commercial training, and it is well that they should have a year or two's experience in good offices.

Preparations for the Examinations

Having discussed teachers and the pupils, there is the actual preparation for Examinations. Right from the first moment the work of preparation must begin, for there can be no Examination successes built on a poor foundation.

Practically every student taking up a commercial training does it with the single aim of getting a position. There is very little preparation necessary for any examinations in the elementary stages. Students who are trained to take down shorthand on a blackboard from Lesson 1 are writing 50 to 60 words a minute when ready to take the eighteenth test, followed by the Advanced Theory Examination, but, as their vocabulary is limited at that stage, it is advisable to run a Low Speed Class with no move up to the 70 section until the 40, 50, and 60 tests of five minutes each are passed with half of one per cent of errors. If students cannot take down a passage at a low speed and transcribe it practically without error in a reasonable time, they certainly cannot turn in satisfactory transcripts at a higher rate, and it only brings disaster on one's own head to shut one's eyes to this fact. Careless mistakes have to be weeded out with a firm hand in the early stages. In the low section the matter dictated has to be greatly varied, not too difficult, and with a certain percentage of matter practiced in the preparation hour. Students must acquire a good style, and nothing but new matter would lead to novices, in their *hurry* to get something down, writing a system of shorthand very often their own, and not Mr. Gregg's—and what stress and worry they would be laying up for themselves! Haven't we seen it in the old days when teaching a different system?

The Intermediate Stage

As soon as one feels that the students can take matter accurately at 70, one can begin the real work of training for Examinations and positions. One cannot jump from 70 to 120, so there is the intermediate stage to be considered, but that is just continuing the good work begun in Low Speed, except that instead of so much prepared matter the students can now be brought up on corn and fruit and less bran. Proper business letters and documents of all descriptions can be dictated and typed back at a reasonable rate, but the two processes must be knit; students have an idea that if they can take down quickly they have done their part. They haven't realized that it is the *finished product* that determines their market value.

Transcribing Standards

We find it easier to train them to transcribe quickly by beginning this in the early days with a large amount of reading from printed shorthand, and having a set standard of time for transcribing each test afterwards. It is not a high one, because accuracy must play its part here as in everything else. We try the beginners in speed on a low scale of six words a minute from their own shorthand and ten from plates, increasing the dose in each section, and expecting the top girls to turn in their own work at an average of 20 words and printed at 25 words a minute—all notes to be attached to tests.

What for Dictation?

The *Daily Telegraph* or the *Times* furnish every kind of matter necessary. Letters can be rapidly made up as one scans the advertisements; then there are the leading articles, the Company meetings, the contracts, Engineering, Insurance or Commercial Reviews, and even bits of literature. When students, through the process of fortnightly tests, reach the top section and are writing from 120 to 140, the work is doubly interesting, as much of it can be practical. Businesses can be run with various

departments, and bookkeeping can pull its weight and make the speed lesson a real busy afternoon in a model office; the seniors can be made managers, cashiers, and heads of departments, and dictate to their own little groups of stenographers, etc. It is when they come to sign the letters that they have dictated that they realize the stupid mistakes that they are all apt to make. The pro-tem chief must understand that only perfect letters must bear her signature.

"Cultivating" for the R. S. A.

One can't run these model offices every day, because one must give seven- or ten-minute passages or where would one be in the Royal Society of Arts examinations! The arrival of the R. S. A. Timetable immediately brings forth the school timetable; double transcribing must be fitted in somewhere. Extra speed is not so important—it is much practice at transcribing that is vital—for the very word Examinations seems to bring forth shoots in all directions in the errors plot, and it is only by digging and hoeing and drilling unsparingly that one can hope for one's ambition of 100 per cent all 'round. The shorthand notes must be the center of attention, for they are the little chaps that cause the mischief. Punctuation marks that students think it *infra dig* to insert, and all the other trifles have to be drilled into the high-speed people as well as into the low.

When the entrance forms have to be filled up, the speed a student is writing at that time should be the examination test, and the next six weeks should be all polishing, not getting up speed. When deciding a candidate's chances not more than two per cent of errors, or even less, should be allowed. Naturally, one likes to measure one's final risk by the most likely standard, so it is well to lock up all the Royal Society of Arts tests given in previous years until a week or two before the actual examination takes place. All dress rehearsals should be taken under absolute examination conditions.

Win or Lose—All Benefit

The whole work of preparing for examinations is important from the early stages to the final 140 certificates, even if, as is sometimes unavoidable, the student comes down, sometimes because the R. S. A. Examiners set a paper above the normal standard; one can buoy oneself up to another shot at the next exam, for the students are fifty per cent better through having sat for the examination. They have done all the special work and have done their best, and will not be the losers. Although they have not the proof positive to show in the form of certificates, it will not be long before the extra work will manifest itself.

Examination Successes Give Prestige

It really is from the night classes that one hopes to get the majority of the 140 writers. When a boy or girl has sat for the 120 certificate, he or she is capable of being fixed up in an appointment, and all employers look with favor upon students who have gained an R. S. A. certificate, and even on those who have sat and are awaiting the result. All examinations are good, and when we have a stiff entrance examination and a long waiting list our school is made, and can rank with all public schools. We must be *the* School in our own city—"The Gregg School."

(See page 140)

SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

THE Commerce Budget for November 10, published by the West Commerce High School, Cleveland, Ohio, announces the promotion of Mr. Lloyd Jones, head of the Department of Vocational Guidance and Placement at West Commerce for eight years, to the position of Chief of the Bureau of Child Accounting and Statistics of the Board of Education.

Mr. Jones is well-known to the commercial teaching fraternity, having served as secretary and president of the Business Section of the National Education Association. He has also for many years been active in the councils of the National Commercial Teachers' Federation, and is at present chairman of the Business Round Table.

Mr. Harry E. Aseltine of the Stenographic Department will succeed Mr. Jones at West Commerce.

Our many readers will join us in wishing Mr. Jones and Mr. Aseltine every success in their new positions.

MR. R. G. WALTERS, head of the Commercial Department of Grove City College, Grove City, Pennsylvania, sends out to graduates of the college at frequent intervals a "Commercial Teachers' News Letter" in mimeographed form. It deals interestingly and informatively with commercial teacher-training.

In a recent letter, he said:

> The Gregg Publishing Company has taken a great step forward in publishing their Junior Shorthand Manual. This book is specifically intended to give an exploratory course. Moreover, the material included in the Manual, for transcription and reading practice, is of the highest literary value and compares most favorably with the material included in an English course.

WE felt almost as if we had stepped in to a faculty meeting at Strayer College in Washington, D. C., when we received the October copy of "Strayer Topics," their students' paper. The entire fourth page of that issue was devoted to photographs of the faculty members—and it made an impressive display!

Thirty on the staff, it showed—P. J. Harman, director, and his co-workers E. G. Purvis, L. E. Smith, Miss C. M. Smith, Mary E. Bontz, J. L. Bowling, B. M. Bromley, Mrs. M. V. Burgess, Mrs. Martha Scott Cagle, Jessie A. Conklin, Arline Craig, C. J. Crouch, L. Ruth Dawson, Mrs. A. H. Gardner, Mrs. Bessie Green, Henry F. Harmon, H. W. Haun, Rose Kundahl, Lillie Lewis, Nell Lunding, Moore C. McIntosh, Mrs. Frank E. McLaughlin, W. L. Newsom, F. V. Pultz, D. R. Santos, Hazel M. Scanlan, Mrs. M. G. Smith, Neva Taylor, Mrs. Mary T. Waple, and Mrs. Beulah A. Young. A number of these teachers handle several subjects, but we noted that ten were listed as devoting all their time to shorthand, four to typewriting, two to secretarial and office training, and seven to mathematics, bookkeeping, and accounting.

SUPERVISOR of Commercial Education for the County is the position to which they recently appointed Miss Lucy I. Lawrence, who has been head of the commercial department in the High School at Miami, Florida.

Many feel that commercial education is still in its infancy. As the field grows, there are bound to be an increasing number of supervisory positions. It is a pleasure to extend Miss Lawrence sincere wishes for her success in the larger field.

MANY of our readers will be pleased to learn that Mr. Raymond P. Kelley, formerly secretary of the Gregg Publishing Company, and afterwards educational director of the Remington Typewriter Company, has been elected president of the Spokane Valley Chamber of Commerce. Mr. Kelley is now engaged in the advertising business, and is one of the most prominent and successful citizens of Spokane, Washington.

Throw Out the Life-Line

By Frances E. Raymond and Elizabeth S. Adams

San Francisco, California

FOR two years we have worked out various conclusions based upon the thousands of papers examined and tabulated by us in finishing up the series of Diagnostic Tests. These tests have all appeared in the *American Shorthand Teacher* (1923-24) with various tables that might have significance to teachers of shorthand in the field of high school work. Without going into further tabulation of the findings, we yet feel there is much of importance to report to teachers. Throughout the series one fact remained unchanged. Measured against a concrete scale, such as the tests constituted, it was apparent from the beginning that each class group in each high school contained slow and fast students, showing that the shorthand classes are organized upon a unit of study-content, not upon a unit of accomplishment. This is like organizing a swimming class on a time basis of progression from shallow water to deep water—saying arbitrarily, "On the tenth day we will dive into deep water whether we know how to float or not." It is with the idea of throwing out the life-line to those about to sink that the diagnostic test experiment was originally started. The outstanding facts that these tests have made clear seem to indicate that there might well be a change of emphasis in the high school course of study of elementary shorthand.

Save the Slow Students

This discussion is based on this special outstanding fact that these tests have made clear in the organization of the shorthand class in our high schools, namely, that each class is made up of the slow and the fast students. Possibly one-fourth of each shorthand class consists of slow coördinators who are losing out, not because they could not eventually learn shorthand but because they are expected to work along with quick coördinators. The result is that they are forced to march in the rear, so far behind that they retard the entire line of march and derive little benefit from class drill. They are given a consciousness of being unfit, dull, lazy—failures. As a matter of fact, with a little reorganization of class procedure, these slower pupils might easily be saved from much mental discouragement. What they need is more time and special instruction *at the beginning* of their work, not failure at the end of the year.

Let Quality Count

As soon as Test One shows up deficiencies in the assimilation of the fundamental principles of theory, then is the time to take the slow coördinators away from the other students and coach them up until they have a sure foundation. This is done in a business school, where the weekly tests separate those ready to progress from those who need more elementary drill. No satisfactory shorthand skill can be built upon faulty coördination in the elemental writing habits. There are only forty odd symbols in Gregg Shorthand with which to write three hundred thousand words. Could anything be more wasteful, more absurd, than the attempt to write even one hundred of these words with the forty odd symbols only partially learned? Yet that is being done constantly in high schools where the course of study asks that so many lessons of the Gregg Shorthand Manual be covered in so many weeks. It is the *quality* of assimilation in shorthand writing habits not the *quantity* of hours or pages of the Manual that makes or mars shorthand skill in a student.

Consider Individual Needs

Everybody who knows anything about modern babies knows that each baby has his own schedule of feeding, quantity of food, frequency, variation of elements in the food formula, according to his own individual body needs. If all babies were forced to follow the program of the median baby the weak ones would die and the bigger babies would probably get rickets or atrophied parts because the food was not rich enough for their bigger, stronger bodies.

Exactly that thing happens every year in the shorthand classes. The program is organized for that mythical creature, the average child. It is usually a compromise between what might be accomplished and what the three-fourths of the class can do without fail-

(Continued on page 183)

CONVENTIONS

New York City G. S. T. A.

Report by Archibald Alan Bowle

SYSTEMATIC coöperation between the commercial teacher and the business men of the community is of prime importance if the product of our schools is to function properly in the business world. This was the keynote of the address of Mr. Herbert L. Rhoades, Personnel Division of the Metropolitan Life Insurance Company, in his address before the New York City Gregg Shorthand Teachers' Association at their luncheon-meeting at the Hotel Pennsylvania on Saturday, October 16.

Addressing himself particularly to the subject of training stenographic and secretarial employees, Mr. Rhoades had this to say:

> The problem of the proper selection and training of that most important and pivotal group of office employees, the stenographer and secretarial group, is one in which we have mutual interest. Yours is primarily an educational one; ours, essentially a commercial one. Your activities, in the main, are directed toward transforming the raw material into a reasonably finished product; ours, toward utilizing that product in some profitable way in business. And in this mutuality of interest lies the real solution, for neither working wholly independent of the other can accomplish much.

Train in Common Sense

As a part of the training process, Mr. Rhoades offered the suggestion that special drills in "making sense out of nonsense," be given. Tests in which words of similar sound but of different meaning are incorporated might be given to inculcate the idea of "making sense"—of "reasoning the thing out from a practical point of view." Such tests would aid in turning out stenographers of better ability.

Of a secretary it is demanded that she "so conduct herself that her superior will have no occasion for embarrassment through any ill-advised or discourteous act on her part."

As Mr. Rhoades' address will appear in full in the *Gregg Writer* for February, we refer you to it instead of summarizing it here, and suggest a close examination of his views.

Giving the schools' viewpoint upon this subject, Miss Nannie R. Nevins, of the Bushwick High School, Brooklyn, said that the transcription process was a very complicated one and that a better understanding of the students' problems at this vital point would do much to smooth the way for better stenographic work at graduation time.

The Junior High Schools prepare the foundation for the work given in the high schools, said Miss Marie E. Marik, and the introduction of commercial work in the junior schools had been the means of vitalizing the instruction.

Business Is Coöperating

Alexander Massell, of the Central Commercial Continuation School, made known the close coöperation that the business world is giving his school. Words, phrases, and system in use in the offices to which his students are supplied, are submitted to the school and the students receive special training to meet these particular requirements.

Curriculum Revision Urged

A strong case for an organized curriculum in commercial teaching, as against the elective system, was presented by Seth B. Carkin, principal of the Packard Commercial School. "A system of electives in commercial education would lead to the acquisition of haphazard bits of knowledge," he said, and stressed the need for a revision of commercial curricula in order to secure greater emphasis on general knowledge.

"There has been too much of a tendency to drift in commercial education, and a thoroughly prepared curriculum will provide a definite road over which to travel, with a well-defined objective for which to aim."

A very healthy discussion followed these

topics and it was well toward evening before the room could be cleared for the next function of the hotel.

The Years' Program

Mr. Paul S. Lomax, president of the Association, presided and contributed some interesting thoughts to the discussion. He announced the series of programs that the Executive Committee has planned as tackling the problems of education as a whole.* "If a purposeful unity is to be maintained in the education of American youth," he declared, "that unity must be consciously achieved by the coöperative efforts of teacher, principal, supervisor, and administrator. This means that they must see education whole—in all its manifold relationships. The work of the commercial teacher is as big as the entire field of education, simply because his pupils are the recipients of that total education."

Greetings from Great Britain

Mr. Harold H. Smith, just returned from his two years' service with The Gregg Schools in Great Britain, was present at the meeting and before it adjourned gave an interesting account of conditions over there, conveying the felicitations of the teachers of the British Isles to their American cousins.

Maine State Teachers' Association Convention

Report by Lloyd S. Bertschi

THE commercial sections of the Maine State Teachers' Association provided an unusually successful and effective program for the Bangor convention. Fully two hundred teachers were present at the various sessions on Thursday and Friday, October 28 and 29.

The first session on Thursday afternoon was under the chairmanship of Mr. C. W. Annabel, of the Bangor High School. The first speaker, Mr. C. A. Cederberg, of the Boston Clerical School, substituted for his colleague Mr. George L. Hoffacker, who was unable to be present. Mr. Cederberg's address dealt generally with methods of teaching bookkeeping, but more specifically with an analysis of the balance-sheet approach. It was a very able exposition of this method of introducing bookkeeping, and it was easy to tell that Mr. Cederberg is an ardent balance-sheet-approach advocate.

The Making of a Secretary

Following Mr. Cederberg, Mr. Charles Lee Swem, editor of the *Gregg Writer*, spoke on The Making of a Secretary. Mr. Swem believes there is too much confusion as to the terms secretary and stenographer. He believes the secretary is, first of all, a good stenographer, and that very few secretarial positions are available as such. Most secretaryships are developments. A secretary serves as stenographer until he shows an aptitude for the higher position. He stressed the necessity for preparing the student for the emergencies that will inevitably arise in a business office rather than spending time solely on training in the necessary routine.

In teaching shorthand Mr. Swem would accustom the student to meet the unexpected emergency of new words by always dictating a "take" the very first time at the maximum speed of the student, then he would correct outlines and drop down to a slower speed, and build up gradually from there. The important thing is that the student would have had the practice of writing new matter at his best speed.

Friday Session

The meetings of the various sections of commercial instruction were thrown together for the benefit of all. The second general meeting on Friday morning was presided over by Ralph B. Young, head of the Commercial Department of Deering High School, Portland. Mr. Young introduced first Mr. A. Everett Strout, teacher of mathematics in the Lincoln Junior High School at Portland and instructor in the Portland Evening School.

Make Mathematics "Intelligible" and Practical

Mr. Strout's address was concerned with methods of presenting the mathematical subjects to younger students, particularly junior

* The program for the year was published in our November issue.

high school students and senior high school freshmen, special emphasis being placed upon commercial arithmetic. He believes that the boy or girl should always be made to see the practical application of whatever process is being presented. If this application cannot be made, the particular process should be eliminated. Various devices for pointing out practical values were described. The need of teaching simple algebraic processes even to commercial students was noted.

Pointers on Penmanship

The second speaker was Mr. Ralph E. Rowe, supervisor of penmanship, Portland Public Schools. Mr. Rowe's talk dealt with methods of teaching penmanship and was illustrated by blackboard demonstrations. The need of having the student familiar, not only with the general form of the letters, but with the exact size and proportion of the various parts of the letters was stressed. Penmanship can never be presented properly unless the teacher has mastered the fundamentals of the subject and can actually demonstrate what he is talking about.

Swem Gives Demonstration

Mr. Swem, also a speaker at this meeting, talked on his experiences as reporter and stenographer for eight years to the late President Wilson, ending with a demonstration of shorthand writing. He wrote on the blackboard at the successive speeds of 200, 240, and 280 words a minute.

New Officers

Officers elected for the Department of Commercial Branches for 1926-27 were as follows:

Chairman, Mrs. Cora B. True, Bangor High School, Bangor

Secretary, Miss Frances Porter, Bar Harbor High School, Bar Harbor

Manager, State Typewriting Contest, Miss Thelma Littlefield, Cony High School, Augusta

Michigan Business Schools' Association

THE first annual convention of the Michigan Business Schools' Association was held at the Book-Cadillac Hotel, Detroit, Michigan, on October 22 and 23, 1926. The meetings were well attended and quite up to expectations in the matter of enthusiasm and worthwhile discussion.

At the opening meeting on Friday, Mr. A. F. Tull, of The Business Institute, Detroit, the prime mover of the organization and its first president, gave the address of welcome, in which he outlined the purpose of the convention. "Business schools," he said, "must render their best service to the young people enrolling. At this convention we can discuss policies and methods that will help us render better and more efficient service."

Professor Goodrich, assistant state superintendent of schools, addressing the assembly on State Coöperation with Private Schools, urged closer coöperation between the private and the public schools and assured his hearers of the confidence that the State Department of Education has in the work of the private schools of Michigan.

The Saturday morning meetings took on the aspect of round table discussions prefaced, in each instance, by a leading address. Mr. J. W. Baker, president of the South-Western Publishing Company, Cincinnati, spoke on New Methods of Teaching Bookkeeping. Mr. W. O. Winkler, head of the Accounting Department of The Business Institute, presided.

New Methods of Teaching Shorthand were advanced by Miss Helen Evans, head of the Expert Shorthand Department of the Gregg School, Chicago, Mr. A. J. Cote, head of the Shorthand Department of the Detroit Business University, presiding.

The third aspect was the business meeting of the Association. Luncheon was served at which there were one hundred present. It had been the hope of those who organized the convention that the century mark in attendance should be reached and it was a source of keen delight that the goal was attained.

Senator Woodbridge N. Ferris, president of Ferris Institute, Big Rapids, was the leading speaker, and he stressed the fact that while our business schools are doing very effective work as training schools, we should not lose sight of the importance of education; that we should teach our students not only how to make a living, but also try to teach them how to live.

The officers of this newly formed association of business school enthusiasts are:

President, A. F. Tull, The Business Institute, Detroit

Vice-President, M. E. Davenport, Davenport-McLachlan Institute, Grand Rapids

Secretary-Treasurer, J. A. Ebersol, Acme Business College, Lansing

Teachers' Proficiency Certificates

A New Credential Offered in Connection with the Blackboard Contest

RECOGNIZING the desirability of having a teacher's certificate in shorthand penmanship, we shall award to all teachers submitting satisfactory specimens of shorthand notes in the Blackboard Contest this year the beautiful Teachers' Certificate of Proficiency reproduced in our December issue. The certificate, made of Strathemore Antique paper with deckle edge, is of the artistic and exquisite Queen Anne design, and every teacher, regardless of whether or not she has the O. G. A. Membership Certificate or the Certificate of Superior Merit, will be proud to win one of them. The prescribed test for the Blackboard Contest which appeared in our October number is reprinted here for the convenience of teachers who may not have received the October issue. If a blackboard is not available, a pen-written specimen may be submitted, but the writing should be done with good quality black India ink capable of reproduction if awarded a prize.

If a blackboard is available, more satisfactory work can be done on it, naturally. Blackboard work has advantages that penwriting cannot have; for instance, much of the teacher's daily work is done on the board and, as a result, she feels more at home when writing with chalk than with pen. It is easier, too, if an outline is not written correctly the first time, to erase and rewrite until a satisfactory outline is secured. Blackboard writing affords a freedom of motion that is conducive to greater fluency and control in the development of an outline. The sweeping motion used in making large characters lends itself to the graceful curves and circles of the system.

Have Board Clean and Well Lighted

The best writing can be done on a good black writing surface; therefore, care should be taken to have the boards thoroughly washed before commencing to write. Erasures are made more satisfactorily with a cloth slightly damp. A medium soft quality of chalk, well sharpened should be used. Bear sufficiently hard on the chalk to make a good clear white line, and better results will be obtained in photography.

Care should be exercised to use a blackboard having the proper lighting effect. The consideration of first importance is to have sufficient light evenly distributed over the entire copy, but there should be no glare on any part of the work.

If you plan to take the picture yourself or have one of your friends take it, you will find the suggestions for amateur photography given in the November, 1925, *American Shorthand Teacher* very helpful, or you may get suggestions from either the Kodak representative in your city, or a photographer.

If, on the other hand, you plan to call in a professional, it is well to get his ideas on lighting and the position suitable for securing a good picture before you start to write the copy, thus avoiding having to make a hurried specimen on some other board after he arrives.

THE BLACKBOARD CONTEST COPY

The planting of trees alone is an important feature of any development, and it serves as an illustration to show with what care every detail must be watched. The temptation is to choose a tree which may be bought cheaply and which will grow quickly so that it will make a good showing the first few years on the property. This is especially true of the poplar, and, to a large extent, of the soft maple. The poplar grows very rapidly and matures early, but is at all times a dirty tree and at best, lasts only a few years. The soft maple also develops rapidly but is not a particularly well-proportioned or handsome tree and dies early. To my mind, the hard maple has no equal as a shade tree; it is beautiful and, though it grows slowly and has a long life, is hardy and clean.

—From "Vocational Self-Guidance"

Watch Your Notes

Check slant and proportion of characters frequently as you write to see that they are kept uniform throughout. Exercise control at all times in writing, but do not restrict the motion to a slow, jerky crawl. *Swift, free execution of characters, and continuous writing, give a unity of style characteristic of the work of a "finished" writer.*

Contest Closes January 31

All contest specimens should be mailed in time to reach us not later than January 31, 1927. If you did not receive the copy of the magazine containing the contest announcement and are not familiar with the rules, write us for details without delay.

There are hundreds of excellent shorthand writers in the teachers' ranks. Join us!

EDITORIAL COMMENT

ON SUNDRY TOPICS

Rational Bookkeeping and Accounting

TEACHERS of commercial subjects will be interested in the announcement, which appeared last month, of the publication of a bookkeeping text, under the above title, written by Mr. Albert G. Belding, Supervisor of Commercial Education for the City of New York, and Mr. Russell T. Greene, instructor in this subject at the High School of Commerce, New York City.

This book forms the first of a series of new books being planned, which will cover the entire bookkeeping and accountancy field. The first Gregg publication in this field, "Basic Accounting," by George E. Bennett, A.B., LL.M., professor of accounting, College of Business Administration, Syracuse University, has already had a marked success as a college and higher business school text on the subject of accounting. Let us discuss briefly some of the outstanding features of the book.

During recent years, great progress has been made in so broadening the educational scope of bookkeeping as to give it a preëminent place in the field of secondary school education. No longer can the finished product of our bookkeeping courses be measured alone by the yardstick of vocational efficiency—the ability to record business transactions or events and assemble statistical data in prescribed and scientifically correct form. The almost universal extent to which the subject is taught in commercial courses in all types of schools and its popularity as an elective among students not regularly enrolled in business courses, demand an educational content equivalent, if not actually superior, to that of many subjects ordinarily included in the so-called academic or cultural group.

As firm believers in both the educational and practical values inherent in the subject, the authors have consistently emphasized both training for immediate employment and education for future promotion, with due regard to their relative importance. The method of introducing the subject is always of absorbing interest to progressive teachers. Although frequently over-emphasized, it is nevertheless of real importance in evaluating a text. Method of approach is merely a device used to establish desired concepts in early stages of instruction. Educational practice demands that the beginning student be neither compelled nor allowed to work blindly toward an unknown goal, as is inevitably the case when an attempt is made to follow the bookkeeping cycle in chronological sequence from original entry through posting, trial balance, statement preparation, and ledger closing.

Recognized necessity for improvement in this phase of bookkeeping instruction by progressive teachers has caused almost universal abandonment of the methods of approach in effect a decade ago, and has brought about the substitution of more simple, direct, and pedagogically correct means of introducing the subject. Careful and analytical study of the instruction matter and exercises in the early chapters will reveal an approach that is at once simple, pedagogical, and distinctive. As an initial step in a most effective and Rational employment of the fundamental accounting equation for the two-fold purpose of visualization and analysis, tabulations of assets (and increases and decreases thereof) are so arranged as clearly to show that asset increases result in corresponding increases in proprietorship, and conversely. Incidentally, this equation, in gradually elaborated form, is utilized throughout the text.

From the start, accounts are introduced and taught as systematic arrangements of solutions for simple arithmetic problems in addition and subtraction. Concurrently, of course, the specific accounting function of the account is developed. This provides an opportunity for transaction analysis and is a most effective, economical, and rational teaching-method procedure. While the student is learning to apply

his knowledge of arithmetic to the construction of accounts and to the preparation of simple statements, he works from segregated groups of transactions that resemble in form and arrangement the cash book, sales book, and purchases book. The student becomes familiar with the forms of these books and is ushered gradually into a working knowledge of their use and purpose before they are presented as general subdivisions and used as recording mediums. The underlying teaching plan by which the subject is introduced is consistently followed throughout the text in logical rather than chronological sequence.

A great variety of problems and exercises, both oral and written, each dealing with but one phase of the subject and carefully arranged in logical sequence, provide ample drill in the application of principles and lay secure foundations for later comprehensive exercises that include the entire bookkeeping cycle. Monotonous and useless repetition has been avoided. There is nothing in the practice material that does not materially contribute to the learning. The material is interest-maintaining and admirably adapted to varying conditions. The book contains three chapters on business practice, well adapted to the understanding of elementary pupils and may precede the formal bookkeeping. One of these chapters provides material for laboratory practice and is accomplished by a set of blank books. These are the only supplies needed for use with the book. Long practice sets containing a multiplicity of business forms, blank books, etc., are very costly, often confuse the student, obscure objectives, and are generally condemned by authorities on modern educational practice. The book is economical with respect to cost of supplies and to the time and effort of both teacher and student.

The illustrations are used as a basis for the exercises. By the elimination of non-essentials, it has been found possible to introduce certain practical phases of the subject that hitherto have been regarded as belonging to advanced bookkeeping.

Although the entire text is based on the theory that the subject is prolific in inherent educational values, two chapters are devoted to specific study and drill in the use made of accounting information and statistics for management purposes. Concrete management problems are presented for discussion, analysis, and solution, and characteristic conclusions arrived at by business executives from the study of accounting records are emphasized. The book is rational in method, rational in content, rational in arrangement, rational in aim, and rational in scope.

The book, it may be mentioned, conforms closely to the syllabus of the Board of Regents of New York State. Mr. Belding and Mr. Greene have made genuine contributions to the field of bookkeeping and accountancy texts for secondary schools.

Obituary

Paul Garfield Duncan

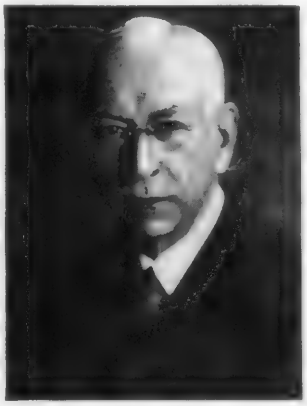
IT is with profound regret that we record the untimely demise of our good friend Mr. Paul Garfield Duncan. For many years, Mr. Duncan had been actively engaged in commercial education. He first came into prominence as a progressive commercial teacher when, in 1910, he won the first Gregg Shorthand Teachers' Medal ever awarded. He was a teacher of unusual talent, a man of pleasing and charming personality, and he made a place for himself in the hearts of all who were fortunate enough to know him.

Mr. Duncan was born in Abbottstown, Pennsylvania, in 1880, and taught in the city schools there until he moved to Lintner. He attended the Gem City Business College and was graduated in December, 1903. He then entered the shorthand department of the college and was graduated in 1904. Following that he assisted in the bookkeeping department of that school for a year. Later he went to Rushville, where he taught in Kennedy's Normal School until 1908. In that year he returned to Quincy and took up work as principal of the shorthand department of Gem City Business College. He held this position until 1920, when he became secretary of Quincy Consistory, declining many offers from commercial houses in the city.

Mr. Duncan became a member of the Rotary Club in 1920 and had been active in the work of that club and of his church up to the time of his illness. His death is not only a great loss to his family and to his large circle of friends, but to the entire community, which has benefited so widely by his zeal and admirable organizing ability.

New Honors for Charles M. Miller

TEACHERS and school managers all over the country will be interested to learn that in the recent election Mr. Charles M. Miller, president of the Miller School, New York City, was elected Treasurer of Westchester County, New York, one of the richest and most populous counties in the country. That Mr. Miller's sterling character and devotion to public service in other offices to which he has been elected in the past, such as president of the Board of Education of Mount Vernon, N. Y., and treasurer of the Westchester County Park Commission, is recognized by the county in which he lives, is amply evidenced by the fact that his vote showed a majority of upwards of 23,000 votes. As an illustration of the magnitude of the public work with which Mr. Miller has been associated, the Westchester County Park Commission spent about $23,000,000 for land alone to be devoted to the building of parkways and the establishment of resorts on both the Hudson River and Long Island Sound.



Charles M. Miller
Pioneer Gregg Teacher

Mr. Miller has been a leader in commercial education for more than a third of a century, and has been President of the National Commercial Teachers' Federation, the Eastern Commercial Teachers' Association, and the Private Business School Owners' Association. He was one of the pioneers of Gregg Shorthand and the first president of the Gregg Shorthand Association of America.

We are sure that thousands of our readers who know him personally will join us in extending congratulations and good wishes for continued success, both in public life and in his activities in the field of education — work with which he has been associated nearly all of his life.

Teachers' Certificates

SINCE the last list was printed the following teachers have been granted certificates:

Claire Jewell, Cedar Falls, Iowa
Viola C. Klenke, San Antonio, Texas
Tillie Klinkenborg, Cedar Falls, Iowa
Lona Kathryn Lee, Cedar Falls, Iowa
M. Eloise Metcalf, Norwood, Massachusetts
Pearl M. Miller, Pottstown, Pennsylvania
Janie Moffatt, Memphis, Tennessee
Bernice M. Nesfield, Cedar Falls, Iowa
Mrs. Ruth Barnard Parker, Washington, D. C.
Doris Raisty, Cedar Falls, Iowa
Cleo Rayl, Bartlett Hall, Cedar Falls, Iowa
Loren F. Reynard, Cedar Falls, Iowa
Irvine Simms, Knoxville, Tennessee
Sister Mary Aline, St. Louis, Missouri
Rose Mary Schmit, Evanston, Illinois
Sarah Camp, Corning, Iowa
Florence Beatty, Columbus, Ohio
Mabel Pesetsche, Sheboygan, Wisconsin
Johanna Stuppy, LaSalle, Illinois
Maxine Tucker, West Frankfort, Illinois
Alice Cummings, Alexandria, South Dakota
Karen Christiansen, St. Paul, Minnesota
Phyllis Anna Robbins, Villa Park, Illinois
Sara B. Sailor, Ithaca, New York
Esther Reynolds, Bucyrus, Ohio
Ida M. Pippenger, New Paris, Indiana
Myrtle Miller, Worthington, Indiana
Lucy T. Furlou, Ashdown, Arkansas
Mary McLoughlin, Iowa City, Iowa
Zue Ross, Chicago, Illinois
Selma Kjollong, Crookston, Minnesota
Florence Niemi, Mohawk, Michigan
Susan Cossell, Kokomo, Indiana
Mazie McKirmie, Deming, New Mexico
Kathryn I. Scully, Butte, Montana
Karl R. Rosenberger, Colorado Springs, Colorado
Kathleen Evans, Ottawa, Kansas
Mae M. Williams, Chicago, Illinois
Laurie McLever, Newberry, Michigan
Marion Wheeligan, Marshalltown Iowa
Delia Lester, Baltimore, Maryland
Edith Kodish, Akron, Ohio
Dorothy Bladin, Duluth, Minnesota
Florence Blanford, Kansas City, Missouri
Oma E. Blattenberg, Amarillo, Texas
Madeline Boyce, Detroit, Michigan
Mattie B. Broady, Knoxville, Tennessee
Eleanor J. Clark, Detroit, Michigan
Eunice Clark, Fort Wayne, Indiana
Ella Coulter, Detroit, Michigan
Margaret M. Cullen, Omaha, Nebraska
Carol M. Cundy, Cedar Falls, Iowa
Mrs. Grace E. Davidson, Fort Worth, Texas
Pearl Deering, Fort Worth, Texas
Jessie B. Eaton, Duluth, Minnesota
Irma H. Eye, Cedar Falls, Iowa
Gladys E. Ganiere, Cedar Falls, Iowa
Alfred Pinckney Harris, Gaffney, South Carolina
Grace M. Hayes, Beaumont, Texas
George Herbert, Detroit, Michigan
Mrs. H. C. Jennings, Fort Worth, Texas
Mrs. Mary Helen Johnson, San Antonio, Texas
Margaret L. Kennedy, Detroit, Michigan
Josie B. Lawson, Spartanburg, South Carolina
Urban R. Miller, Gunnison, Colorado
Wilena J. Morgan, Abilene, Texas
Marion G. Neyrey, New Orleans, Louisiana
Thelma B. Nicholas, Olney, Illinois
Loyola Paustenbach, Green Bay, Wisconsin

(Continued on page 183)

The Secret of Successful Shorthand Teaching

By Florence E. Ulrich

Editor, Art and Credentials Department of the "Gregg Writer"

Penmanship Flashes on the O. G. A.

THERE is a deplorable lack of fluency in many specimens received this month. Fluency in writing is of primary importance—indeed, it is most important that the student start out by using correct motion in writing. Greater progress can be made if the student is compelled to write smoothly, fluently, and swiftly at the start, than if he is allowed to develop a slow, sluggish movement. The cowboys have the right idea in training colts. The colts are not held down tightly and made to plod heavily along—that would break their spirit—but a free rein is given at the start, with a gradual tightening up as they are taught what to do.

Strive for Continuous Motion

Shorthand penmanship might profitably be taught by this method. Free, easy, continuous motion ought to be emphasized at the beginning and that motion gradually brought under control until correct forms are established. This method may result in improperly formed characters at the start—probably will—but less time is required to teach the students to write small, correctly proportioned characters *after* the motion has been developed than before, if the students are not allowed to acquire the habit of drawing characters slowly, thickly and heavily. Fluency is the first objective of penmanship practice; precision practice, until the habit of writing correct forms is established, is the second.

Then Watch Your Forms

On many specimens I notice *r* and *l* are so written that the beginning and ending strokes touch the line of writing and the curves hang below the line. That is contrary to the basic rule of writing. The *base* of the consonant rests on the line of writing; therefore, the *bottom* of the curve should touch the line of writing in such words as *lay, ale, lad,* etc. In *bazaar,* obviously enough, the circle in *ba* cuts the line and *sar* comes below the line, because the base of the first consonant, *b,* rests on the line. To write *legend,* which occurs in the O. G. A. test copy this month, the base of *l* rests on the line of writing and *jend,* written with one sweeping stroke, goes below the line.

Notes Betray Your Habits

Other specimens in which individual characters are written fluently show lack of continuity in writing. The writers probably could have written the specimen right off, but did not, as evidenced by the proximity of the characters. The fact that the outlines are written so closely together suggests that the words were written as separate units. In some instances, outlines were started back of the last stroke of the preceding character.

Continuity in writing means unbroken forward movement; therefore, continuity must necessarily be broken when the hand slips back beyond the point where it left off writing to begin a new character. Dictation of a phrase or sentence is an excellent way to induce rhythm and control, provided the dictation is not beyond the range of speed of the student.

Very wide spacing between characters likewise indicates "unit method" of writing, or lack of control, and sets up a handicap to speed and artistic writing. The spacing between outlines in the O. G. A. copy reproduced each month should be approximated by the student. I suggest that the first sentence in the O. G. A. copy this month be used as a "warming-up" drill to develop control and a free, rhythmic, gliding motion.

Keep Slant Uniform

An elementary defect found in many cases in the work of beginners is a change of slant after a vowel. This is due primarily to the fact that the writer has not yet learned how

O. G. A. TEST COPY

to join the circles. It is wise to check the slant of strokes carefully at the outset, in such words as *achieved, tribe,* and *began,* to see that uniformity is maintained. Insist upon having the straight lines written straight and the vowels joined properly at right angles with the stroke. *P* and *b* occur frequently in the test this month and attention may be called to correct slant, formation of curves and facile joinings. *R* and *l* are to be written up in a horizontal position—not dropped down at the end. If these particular points are stressed this month, the students' general writing habits will be materially improved.

The New Honor Roll

Pep!
Snap!
Interest!
Ambition!
Enthusiasm!

HOW do you get 'em? How do you stimulate a class of shorthand students until they will "work their heads off"—and like it?

Impossible? No, we all know some teachers who do it. What is their secret? Perhaps the recipe is not the same in all cases. Possibly the abounding life and energy that some bring to their schoolrooms come by the cold bath and outdoor life route! With some, a consuming love of their work and interest in their pupils holds even the reluctant students to a seriousness of purpose and concentration of effort that bring results. Some depend upon the rule of tyranny, and literally drive the pupils to the goal set before them!

Select your method according to your temperament, and apply it according to your courage and your skill—and good luck to you! However you work, it is the business of the *Gregg Writer* and of this magazine to cooperate with you and supplement your efforts in every way we can.

That is why you are now offered our new "Honor Roll" for O. G. A. members. Whatever tends to give distinction to the individual pupil among his fellows exerts a favorable influence upon his work. There is honor in securing the O. G. A. certificate—and it is worth while for the teacher to capitalize the accomplishment of a pupil thus honored to stimulate the others to strive for similar distinction.

The new Honor Roll (shown on page 130) provides a convenient and effective means of focusing attention upon the winning of the certificates and keeping the matter before the attention of the class. The Honor Roll is sent to teachers with the first group of certificates issued during the season. The names of certificate winners should be written on the Roll, and it should then be posted, or displayed as prominently as circumstances permit, for the inspiration value it will have.

Some teachers will increase the value of the Roll by making something of a ceremony out of the filling in of the names. At an appropriate time when new certificates are received, set the regular work aside for a few minutes in order to record the new names on the Honor Roll, referring briefly to the significance of the performance. Then let the students in turn come forward to your desk and personally write their names on the Roll. They remember things like that—and those who watch will be influenced to work and earn certificates for themselves in order that they may claim equal rank with their associates.

Your Attention, Please!

EVERY year after the announcement of the Credentials activities in the *Gregg Writer* so many requests for sample copies of the Complete Theory Test are received that an explanation of the policy of the Department appears to be necessary.

Unlike government examinations, state examinations, and the like, the Complete Theory test is used continuously throughout the school year and for more than one year. The test is the result of scientific study and research in shorthand and is well suited to carry out the purpose for which it is intended; namely, *to test the student's ability to apply the principles of the Manual.* In view of the fact that each year brings in new groups of students to take the test, the same one can be given without jeopardizing its effectiveness. The test,

of course, must not be given more than once to any one student during the same year.

For that reason sample copies of the blanks cannot be supplied to teachers. If the teacher wishes to become familiar with the test before giving it to her class, she can do so by making application with a view either to giving it to one of her students or taking it herself. Each application must be accompanied by 10c. to pay for the cost of the blank. No other charge is made either for examination of paper or issuance of certificate earned. As explained on each blank, the tests are to be collected at the end of the time allowed by the teacher, carefully checked, and each error indicated before they are submitted to us. At the bottom of the test is a place in which to write the total number of errors. If the teacher herself is in doubt about the writing of a word, she may write us for the correct form.

The words of the test are non-technical words. Common words are used as much as possible to illustrate a principle. The phrases are likewise simple and easy and any student who knows his Manual should have no difficulty in passing the test. However, if a student does not qualify, the test must be returned to us and an application blank will be mailed to the teacher from this office on which application for the second or final test may be made. The final Complete Theory test is never permitted to be given first.

Application for the *first* test should state how many students are to take the test, and must be accompanied by the remittance to cover the fees. Application for the *final* Complete Theory test should be made on the special form provided for that purpose, and likewise accompanied by the remittance of 10c. for each blank ordered. Many teachers use the Complete Theory test as the final theory examination on which to base their scholarship marks. We hope to see many more teachers making use of the test this year. If a teacher does not have the Complete Theory Certificate and wishes to take the test, she may do so, sending the test to us for correction and certificate.

Teacher Certificate Winners

O. G. A. *Awards*

Florence Harper, Roseville Township High School, Roseville, Illinois
Emma P. Heilbrun, Lebanon Business College, Lebanon, Pennsylvania
Essie Hinkle, Union Business College, Los Angeles, California
Olive A. Jamison, Beaver Falls High School, Beaver Falls, Pennsylvania
Mrs. Ella R. Miller, The Morton School, Wilkinsburg, Pennsylvania
Jean A. Reynolds, The Morton School, Wilkinsburg, Pennsylvania
Esther R. Scott, State Normal School, Normal, Illinois
Hilda Willison, Allegheny High School, Cumberland, Maryland
Noreen Williams, Shorthand Coaching School, Chicago, Illinois
Mary A. Clark, Niles High School, Niles, Michigan
Mary Hengel, Metropolitan Business College, Chicago, Illinois
Gladys E. Miller, Worthington High School, Worthington, Indiana
Marie M. Curran, Metropolitan Business College, Chicago, Illinois
Gladys Shelton, Girls' Training School, Gainesville, Texas
Ruby M. Parsons, Torrington High School, Torrington, Connecticut
Annie F. MacDonald, Weaver High School, Hartford, Connecticut
C. L. Dalton, Harney County High School, Burns, Oregon
Willia Lusby, Christian Normal Institute, Grayson, Kentucky
Mrs. Mary B. Dent, Burleson College, Greenville, Texas
Martha Nass, Louisville High School, Louisville, Colorado
Elizabeth E. Lonergan, Maquoketa High School, Maquoketa, Iowa
Ruth H. Smith, Crown Point High School, Crown Point, Indiana
Jessie Hammer, Mercedes High School, Mercedes, Texas
Sister Mary Agnes Cecile, Immaculata High School, Chicago, Illinois
Mrs. R. Terrel Cotham, Y. W. C. A. Commercial School, San Antonio, Texas
Mary Alice McCabe, Junction City High School, Junction City, Kansas
Edna Lewis, Washington High School, Washington, Iowa
Isabelle Clark, Gallagher Business School, Kankakee, Illinois
Mrs. F. A. McCartney, Anniston Business College, Anniston, Alabama
Leah Magee, Lyons Township High School, LaGrange, Illinois
Sue Shuff, West Tennessee Business College, Jackson, Tennessee
Esther Krueger, Mt. Clemens High School, Mt Clemens, Michigan
Grace M. Clow, Joliet Township High School, Joliet, Illinois
Gladys Barlament, Clintonville High School, Clintonville, Wisconsin
Martha A. Smith, Kelso High School, Kelso, Washington
Winagene Wheeler, Butte Business College, Butte, Montana
Ruth Reynolds, Township Agricultural School, Grand Blanc, Michigan
Mary Dowell, Herrin Township High School, Herrin, Illinois
Rose L. Fitchner, Mountain City Business College, Chattanooga, Tennessee
Ruth M. Westfall, Momence High School, Momence, Illinois
Myrtle L. Spahn, Bloom Township High School, Chicago Heights, Illinois
Adele E. Hill, Senior High School, Arkansas City, Kansas
Marion Selander, Minnesota College, Minneapolis, Minnesota
Mrs. Sannie Brown, New Orleans, Louisiana
Nellie A. Ogle, State Normal School, Bowling Green, Ohio
Maggie A. Buckingham, Campbell College, Jackson, Mississippi
Anna E. Johnson, Central Point High School, Central Point, Iowa
Lydia M. Chapman, Weaver High School, Hartford, Connecticut
Irene Sheick, Calumet High School, Chicago, Illinois
Harold J. Jones, Sigourney High School, Sigourney, Iowa
Adelaide D. Heath, State Teachers' College, Valley City, North Dakota
Helen Hartmann, High School, Crete, Illinois
Sister M. Eulalia, St. Patrick's School, Kankakee, Illinois
Sister Teresa Augusta, St. Mary's School, Sterling, Illinois
Zell Brokaw, William Woods' College, Fulton, Missouri
Lenore Silliman, Independence High School, Independence, Iowa
Mable C. Young, Township High School, Geneseo, Illinois
Sister Eugene, Academy of the Resurrection, Norwood Park, Illinois
O. L. Ashcroft, State Teachers' College, Hattiesburg, Miss.
Blanche Mosier, High School, Whitewater, Kansas
Brother Philip, De LaSalle Institute, Minneapolis, Minnesota

Report of the School Shorthand and Typewriting Contests for 1926

By Hubert A. Hagar

IN our 1925 report, published in *The American Shorthand Teacher* for January, 1926, it was necessary to make separate reports of each contest. Lack of uniformity of the 1925 tests made a comparative report impracticable.

In order to make the 1926 report of greater comparative value, an effort has been made to classify the records according to dates, speeds, types of material used, eligibility, methods of rating, etc.

During the year 1926 great progress was made toward uniform tests for both typewriting and shorthand. Practically all the typewriting contests were conducted according to International Rules and on standard material furnished by the typewriter companies. In the shorthand contests by far the greater number used the "Standard Gregg Speed Tests," and rated the transcripts according to the National Shorthand Reporters' Association Rules.

On account of the great number of reports received, it has been necessary to confine this summary to the records made by the winners of first, second, and third places in the *individual* events. Space does not permit summaries of special accuracy tests, one-minute tests, and team events.

One of the chief difficulties encountered in compiling the report was in determining the percentage of accuracy made on the shorthand tests. This was largely due to a lack of information as to the exact number of words dictated, and the number of errors made in the transcripts. It is quite evident, too, that a number of contest committees have misinterpreted the N. S. R. A. Rules for rating transcripts. As a further aid to uniformity, a list of the standard tests furnished by The Gregg Publishing Company and a copy of the N. S. R. A. Rules will be published at the end of this report.

Standard Gregg Tests—N. S. R. A. Rules

THE following tabulations contain the names and records of the winners of first, second, and third places in all 1926 shorthand contests for which reports have been received.

As far as can be determined from the reports the "Gregg Standard Tests" were used in the events listed in Groups One to Seventeen. For the most part, the transcripts in these events were graded according to N. S. R. A. rules. Even in these groups there is still considerable lack of uniformity in the length of the tests used; the tests ranging all the way from two to five minutes. The greater number of the tests, however, were for *five* minutes.

Group One

40 Words a Minute—First-Year Students

Date	Event	Place	Name	High School	Percent Accuracy	System
4- 8	Clark-Skamania	Camas, Wash.	Harriet Woodsmall	Union, Vancouver	98	Gregg
4- 8	Clark-Skamania	Camas, Wash.	Ruth Stewart	Camas	96	Gregg
4- 8	Clark-Skamania	Camas, Wash.	Fae Starks	Camas	93	Gregg

Group Two

50 Words a Minute—First-Year Students

Date	Event	Place	Name	High School	Percent Accuracy	System
5-21	Northwest Conference	Arlington Heights, Ill.	Esther Bruhns	Palatine	99.6	Gregg
5-21	Northwest Conference	Arlington Heights, Ill.	Dorothy Bruhns	Palatine	96.8	Gregg
5-21	Northwest Conference	Arlington Heights, Ill.	Helen Frank	Wauconda	96.4	Gregg

Group Three

60 Words a Minute on Literary Matter; 70 Words a Minute on Business Letters
Average Grade on the Two Takes—First-Year Students

Date	Event	Place	Name	High School	Percent Accuracy	System
4-24	District Contest	Hobart, Ind.	Eva Holzmer	Hobart	98.43	Gregg
4-24	District Contest	Hobart, Ind.	Marjorie Lutz	Hobart	97.93	Gregg
4-24	District Contest	Hobart, Ind.	Dorothy Lannin	Valparaiso	97.68	Gregg
4-10	District Contest	Hammond, Ind.	Mary Moynihan	Whiting	96.4	Gregg
4-10	District Contest	Hammond, Ind.	Bessie Ivan	Emerson, Gary	95.93	Gregg
4-10	District Contest	Hammond, Ind.	Rose Haluksa	Whiting	95.8	Gregg

Group Four

60 Words a Minute—First-Year Students
Began study of shorthand Sept., 1925

Date	Event	Place	Name	High School	Percent Accuracy	System
	March					
3-27	Second Nebraska District	Nebraska City	Dorothy Greenlee	Auburn	100	Gregg
3-18	Annual State Tournament	Laramie, Wyo.	Erma Long	Newcastle	97.77	Gregg
3-18	Annual State Tournament	Laramie, Wyo.	Ellen Painter	Kemmerer	97.77	Gregg
3-26	Eighth Nebraska District	Bridgeport, Nebr.	Gladys Crist	Scottsbluff	96	Gregg
3-27	Second Nebraska District	Nebraska City	Florence Kraft	Syracuse	94	Gregg
3-27	Second Nebraska District	Nebraska City	Zoe Lemon	Omaha Central	91	Gregg
	April					
4-23	Northeast Missouri	Kirksville	Dorothy Jones	Kirksville	100	Gregg
4-30	Commercial Contest	Twin Falls, Idaho	Mercedes Barbazat	Filer	99 5/6	Gregg
4-30	Commercial Contest	Twin Falls, Idaho	Helen Barnes	Twin Falls	99 2/3	Gregg
4-30	Commercial Contest	Twin Falls, Idaho	Nadine Tillery	Buhl	99 2/6	Gregg
4-10	Piatt County Commercial	Bement, Ill.	Florence Clodfelter	Bement	99	Gregg
4-10	Piatt County Commercial	Bement, Ill.	Rose Loudenback	Bement	98 2/3	Gregg
4-10	South Dakota State	Aberdeen	Evelyn Perrin	Cathedral, Sioux Falls	98 2/3	Gregg
4-24	South Dakota State	Aberdeen	Cecelia B. Rozum	Notre Dame Academy, Mitchell	98 2/3	Gregg
4-10	Northern Idaho District	Spokane, Wash.	Alberta Valkman	Wallace	98.50	Gregg
4-10	District Contest	Dwight, Ill.	Ella Jeffries	Dwight	98 1/3	Gregg
4-23	Northeast Missouri	Kirksville	Ruth Patterson	Monroe City	98.3	Gregg
4-10	Piatt County Commercial	Bement, Ill.	Violet Wilkins	Atwood	98	Gregg
4-10	Northern Idaho District	Spokane, Wash.	Dorothy Bennett	Sandpoint	97.50	Gregg
4-10	District Contest	Dwight, Ill.	Bonita Kipfer	Pontiac	97 1/3	Gregg
4-24	South Dakota State	Aberdeen	Mildred T. Phipps	Deadwood	97 1/3	Gregg
4-23	Northeast Missouri	Kirksville	Ruth Mauzey	Brunswick	97.3	Gregg
4-23	District Contest	Maryville, Mo.	Mildred Sandison	Maryville	97	Gregg
4-10	Jackson & Josephine Counties	Medford, Oregon	Hollis Swingle	Medford	97	Gregg
4-23	District Contest	Maryville, Mo.	Helen Linthacum	Ridgeway	96	Gregg
4-24	Inter-County	Ebensburg, Pa.	Caroline Squires	Patton	96	Gregg
4-24	Inter-County	Ebensburg, Pa.	Agnes Depto	Patton	95.6	Gregg
4-23	District Contest	Maryville, Mo.	Olive Behrendt	Robidoux, St. Joseph	94	Gregg
4-10	District Contest	Dwight, Ill.	Margaret Rabe	Dwight	94	Gregg
4- 3	Tri-County Scholarship	Shelby, Mont.	Victoria Mallette	Shelby	93	Gregg
4-23	Inter-County	Ebensburg, Pa.	George Junda	Patton	92.3	Gregg
4- 3	Tri-County Scholarship	Shelby, Mont.	Lorraine Gagner	Shelby	90	Gregg
4- 9	District Contest	Butte, Mont.	Elizabeth Borzick	Butte	88.7	Gregg
4-10	Northern Idaho District	Spokane, Wash.	Helen Health	Coeur d'Alene	88.50	Gregg
4-10	Jackson & Josephine Counties	Medford, Oregon	Thelma Harvey	Ashland	83	Gregg
4- 9	District Contest	Butte, Mont.	Bernhard Blomgren	Butte	81.6	Gregg
4- 8	District Contest	Roundup, Mont.	Ruth Cameron	Roundup	81	Gregg
4- 3	North Western District	Kalispell, Mont.	Catharine Cretten-den	Flathead County	79	Gregg
4-10	Jackson & Josephine Counties	Medford, Oregon	Mary Galey	Ashland	78	Gregg
4- 3	Tri-County Scholarship	Shelby, Mont.	Esther Hellinger	Galata	77	Gregg

Date	Event	Place	Name	High School	Percent Accuracy	System
4- 9	District Contest	Butte, Mont.	Helen Hirvi	Butte	75.7	Gregg
4- 3	North Western District	Kalispell, Mont.	Oliver Englebretsen	Flathead County	75	Gregg
4- 8	District Contest	Roundup, Mont.	Nina Diesen	Judith Gap	64	Gregg
4- 3	North Western District	Kalispell, Mont.	Marjorie Prior	Flathead County	64	Gregg
4- 9	District Contest	Roundup, Mont.	Verna Young	Roundup	50	Gregg
	May					
5-21	West Suburban	Des Plaines, Ill.	Frances Freeman	Glenbard, Glen Ellyn	100	Gregg
5- 8	Central Coast Counties	King City, Calif.	Letitia Martin	San Luis Obispo	100	Gregg
5- 1	District Contest	DeKalb, Ill.	Mary Millman	Sycamore	100	Gregg
5- 1	Central Coast Counties	King City, Calif.	Ora Wilson	San Luis Obispo	99.6	Gregg
5- 1	District Contest	DeKalb, Ill.	Bertha Lossmann	Sycamore	99.58	Gregg
5-21	West Suburban	Des Plaines, Ill.	Ruth Tesch	Maine	99.12	Gregg
5-22	Plymouth County	Brockton, Mass.	Edith Fihlman	Howard, West Bridgewater	99.1	Gregg
5-29	Nevada State	Reno	Josephine Arlang	Esmeralda County, Goldfield	99	Gregg
5- 8	Central Coast Counties	King City, Calif.	Mariorie Tubbs	San Luis Obispo	99	Gregg
5-21	West Suburban	Des Plaines, Ill.	Marion Brown	Hinsdale	98.75	Gregg
5- 1	District Contest	DeKalb, Ill.	Signe Erickson	DeKalb	98.75	Gregg
5- 1	Schuylkill County	Shenandoah, Pa.	Elizabeth Long	Tamaqua	98 2/3	Gregg
5- 1	Blair County Commercial	Altoona, Pa.	Rosemary Lynch	Altoona	98.5	Gregg
5-29	Nevada State	Reno	Hazel Amonett	Elko County, Elko	98.3	Gregg
5-22	Plymouth County	Brockton, Mass.	Marion Sears	Whitman	98.1	Chandler
5- 1	Schuylkill County	Shenandoah, Pa.	Kathryn Amour	Frackville	98	Gregg
5-22	District Contest	Sparks, Nev.	Nevada Coll	Reno	98	Gregg
5- 1	Schuylkill County	Shenandoah, Pa.	Helen Dainis	Mahanoy City	98	Benn Pitman
5- 1	Schuylkill County	Shenandoah, Pa.	Anthony Galkauskas	Shenandoah	98	Gregg
5- 1	Schuylkill County	Shenandoah, Pa.	Margaret Reese	Tamaqua	98	Gregg
5- 1	Blair County Commercial	Altoona, Pa.	Pauline Cockerille	Altoona	97.9	Gregg
5- 1	Blair County Commercial	Altoona, Pa.	Avanell Shaw	Altoona	97.7	Gregg
5- 1	Schuylkill County	Shenandoah, Pa.	Alice Mohan	St. Clair	97.6	Gregg
5- 1	Schuylkill County	Shenandoah, Pa.	Dorothy Mullen	St. Clair	97.6	Gregg
5-22	Plymouth County	Brockton, Mass.	George McLaughlin	Whitman	97.1	Chandler
5- 6	State Interscholastic Meet	Stillwater, Okla.	Mary Louise Newton	Cushing	96 2/3	Gregg
5-29	Nevada State	Reno	Nevada Coll	Reno	96.3	Gregg
5- 1	Local High School	San Luis Obispo, Calif.	Rosabelle Wieser	San Luis Obispo	96	Gregg
5- 1	Local High School	San Luis Obispo, Calif.	Letitia Martin	San Luis Obispo	95	Gregg
5- 1	Local High School	San Luis Obispo, Calif.	Marjorie Tubbs	San Luis Obispo	95	Gregg
5- 6	State Interscholastic Meet	Stillwater, Okla.	Viola Taylor	Homing	94	Gregg

Group Five

60 Words a Minute—More than One Year

Date	Event	Place	Name	High School	Percent Accuracy	System
4-24	Inter-County	Ebensburg, Pa.	Tony Sottile	Patton	98.3	Gregg
5- 1	Oxford County	Norway, Maine	Hazel King	South Paris	98	Gregg
4-24	Inter-County	Ebensburg, Pa.	Laetra Link	Patton	98	Gregg
4-24	Inter-County	Ebensburg, Pa.	Edith Plouce	Barnesboro	97	Gregg
3-20	San Diego County	San Diego, Calif.	Berta Sanchez	San Diego Senior	97	Gregg
3-20	San Diego County	San Diego, Calif.	Josephine La Scala	San Diego Senior	96.66	Gregg
5- 1	Oxford County	Norway, Maine	Shirley Bean	South Paris	96	Gregg
5- 1	Oxford County	Norway, Maine	Lena Mae Davis	South Paris	95	Gregg
5-28	Bradford County	Towanda, Pa.	Audrey Deighton	Canton	93	Gregg
5-28	Bradford County	Towanda, Pa.	Iola Northrup	Towanda	91	Gregg

Group Six

65 Words a Minute—First-Year Students

Date	Event	Place	Name	High School	Percent Accuracy	System
3-27	First Nebraska District	Wymore	Max Watkins	Tecumseh	93	Gregg
3-27	First Nebraska District	Wymore	Elizabeth Brehm	York	91	Gregg
3-27	First Nebraska District	Wymore	William Fitzgibbon	Tobias	91	Gregg

Group Seven

70 Words a Minute—First-Year Students

Date	Event	Place	Name	High School	Percent Accuracy	System
5-14	Michigan State	Kalamazoo	Eleanor Norton	Albion	99.4	Gregg
5-14	Michigan State	Kalamazoo	Marvin Pahl	Albion	99.4	Gregg
5-14	Michigan State	Kalamazoo	Marjorie Eaman	Benton Harbor	99.1	Gregg

Date	Event	Place	Name	High School	Percent Accuracy	System
5-14	Michigan State	Kalamazoo	Bertha Gelder	Benton Harbor	99.1	Gregg
5-14	Michigan State	Kalamazoo	Gwendolyn Stark	Oxford	99.1	Gregg
5-14	Michigan State	Kalamazoo	Elizabeth Dake	Grand Haven	98.6	Gregg
5-14	Michigan State	Kalamazoo	Anna Dorward	Port Huron	98.6	Gregg
5-14	Michigan State	Kalamazoo	Laurence Dumond	Owosso	98.6	Gregg
4-30	Montana State	Bozeman	Gladys Grainger	Miles City	97.9	Gregg
4-30	Montana State	Bozeman	Vienna Cortes	Red Lodge	97.1	Gregg
4-30	Montana State	Bozeman	Elizabeth Borzick	Butte	96.1	Gregg
5- 1	Upper Peninsula	Marquette, Mich.	Hilda Mackarain	Houghton	93	Gregg
5- 1	Upper Peninsula	Marquette, Mich.	Ida Nivala	Houghton	91.5	Gregg
5- 1	Upper Peninsula	Marquette, Mich.	Vivian Molle	Stambaugh	90	
5-14	Fergus County Public School Union	Lewiston, Mont.	Judith Hannah	Moore	65	Gregg

Group Eight

70 Words a Minute—More than One Year

Date	Event	Place	Name	High School	Percent Accuracy	System
5- 7	District Contest	Worcester, Mass.	Evelyn Crouch	Millbury	2 errors	Gregg
5- 7	District Contest	Worcester, Mass.	Evelyn Sterling	Millbury	6 errors	Gregg
5- 7	District Contest	Worcester, Mass.	Frederick Cherry	Oxford	8 errors	Pitman

Group Nine

75 Words a Minute—First-Year Students

Date	Event	Place	Name	High School	Percent Accuracy	System
4-24	Mercer County Commercial	Greenville, Pa.	Albert Shupienis	Sharon	90	Gregg
4-24	Mercer County Commercial	Greenville, Pa.	Margaret Tortoreti	Farrel	79.85	Gregg
4-24	Mercer County Commercial	Greenville, Pa.	Evelyn Eagles	Penn	67	Gregg

Group Ten

80 Words a Minute—First-Year Students

Date	Event	Place	Name	High School	Percent Accuracy	System
5-28	Twin City Contest	Kitchener, Ont.	William Beechey	St. Jerome's College	99	Gregg
5-28	Twin City Contest	Kitchener, Ont.	James McCarthy	St. Jerome's College	97.5	Gregg
5- 1	Local High School Contest	San Luis Obispo, Calif.	Lena Gianolini	San Luis Obispo	96	Gregg
5- 1	Local High School Contest	San Luis Obispo, Calif.	Dagmar Goold	San Luis Obispo	96	Gregg
3-27	Second Nebraska District	Nebraska City	Miles Lambert	Auburn	94	Gregg
5- 1	Local High School Contest	San Luis Obispo, Calif.	Ora Wilson	San Luis Obispo	94	Gregg
5- 6	State Interscholastic Meet	Stillwater, Okla.	Edna Martinson	Fairfax	92.75	Gregg
3-26	Eighth Nebraska District	Bridgeport	Fern Carter	Bridgeport	91	Gregg
3-27	Second Nebraska District	Nebraska City	Myrtle Reeves	Nebraska City	90	Gregg
3-27	Second Nebraska District	Nebraska City	Frances Zeligson	Omaha Central	88	Gregg
3-26	Eighth Nebraska District	Bridgeport	Ada Girard	Sidney	84	Gregg
3-27	Fourth Nebraska District	Hastings	Gladys Hopkins	Hastings	76	Gregg
3-27	Fourth Nebraska District	Hastings	Marguerite Combs	Hastings	72	Gregg
3-27	Fourth Nebraska District	Hastings	Lillian Bierhaus	Hastings	69	Gregg

Group Eleven

80 Words a Minute—Began January 1, 1925

Date	Event	Place	Name	High School	Percent Accuracy	System
3-26	Eighth Nebraska District	Bridgeport	Lulu Cavett	Bridgeport	88	Gregg
3-27	Fourth Nebraska District	Hastings	Roland Thelin	Gothenburg	86	Gregg
3-27	First Nebraska District	Wymore	Verna Carlton	York	84	Gregg
3-27	First Nebraska District	Wymore	Laryne Leurs	York	71	Gregg
3-27	First Nebraska District	Wymore	Virginia Case	Wymore	66	Gregg

Group Twelve

80 Words a Minute—Second-Year Students

Date	Event	Place	Name	High School	Percent Accuracy	System
March						
3-20	San Diego County	San Diego, Calif.	Christine Crist	San Diego Senior	99	Gregg
3-20	San Diego County	San Diego, Calif.	Florence Lees	San Diego Senior	97.2	Gregg
April						
4-10	District Contest	Miles City, Mont.	Gladys Darling	Miles City	98.8	Gregg
4-10	District Contest	Dwight, Ill.	Gertrude Dieter	Dwight	98.75	Gregg
4-10	District Contest	Miles City, Mont.	Gladys Grainger	Miles City	98.75	Gregg
4-22	District Contest	Columbia, S. C.	Margaret Bogen	Columbia	98.25	Gregg
4-22	District Contest	Columbia, S. C.	Eloise Perry	Columbia	98	Gregg
4-10	District Contest	Dwight, Ill.	Mollie Sacks	Pontiac	98	Gregg
4-10	Jackson & Josephine Counties	Medford, Oregon	Beulah Medley	Ashland	97	Gregg
4-10	District Contest	Dwight, Ill.	Helen Lardinois	Pontiac	96.50	Gregg
4-10	District Contest	Dwight, Ill.	Mary Scanlon	Pontiac	96.50	Gregg
4-24	Bates County	Butler, Mo.	Frances Calvert	Butler	96	Gregg
4- 3	North Western District	Kalispell, Mont.	Leif Johnson	Flathead County	96	Gregg
4-24	Bates County	Butler, Mo.	Geneva Calloway	Butler	95	Gregg
4-24	Bates County	Butler, Mo.	Ruby Todd	Adrian	95	Gregg
4-22	District Contest	Columbia, S. C.	Wilene Bachelor	Columbia	94	Gregg
4-10	Jackson & Josephine Counties	Medford, Oregon	Mary Waring	Grants Pass	94	Gregg
4- 3	North Western District	Kalispell, Mont.	John Boorman	Eureka	91	Gregg
4-10	Jackson & Josephine Counties	Medford, Oregon	Ruth Stringer	Medford	89	Gregg
4- 3	North Western District	Kalispell, Mont.	Clara Naethe	Flathead County	88	Gregg
4-10	District Contest	Miles City, Mont.	Lydia Hystrecker	Baker	61.15	Gregg
May						
5- 8	Central Coast Counties	King City, Calif.	Lenore Buechler	San Luis Obispo	100	Gregg
5- 7	District Contest	Worcester, Mass.	Frederick Cherry	Oxford	100	Pitman
5-21	West Suburban	Des Plaines, Ill.	Evelyn Larson	Hinsdale	100	Gregg
5- 1	Oxford County	Norway, Maine	Pearl McAllister	Norway	100	Gregg
5-21	West Suburban	Des Plaines, Ill.	Nathalie McChesney	Glenbard, Glen Ellyn	100	Gregg
5-21	West Suburban	Des Plaines, Ill.	Blanche Peterson	Maine	100	Gregg
5-21	West Suburban	Des Plaines, Ill.	Elaine Shay	Maine	100	Gregg
5-21	Northwest Conference	Arlington Heights, Ill.	Caroline Kublank	Libertyville	99.75	Gregg
5-22	Northern Illinois High School Conference	De Kalb, Ill.	Elizabeth Luhtala	De Kalb	99.75	Gregg
5-21	Northwest Conference	Arlington Heights, Ill.	Lucille Martens	Barrington	99.75	Gregg
5- 8	Central Coast Counties	King City, Calif.	Margaret Lebo	San Luis Obispo	99.5	Gregg
5-22	Northern Illinois Conference	De Kalb, Ill.	Phyllis Schofield	East Aurora	99.50	Gregg
5-22	Northern Illinois Conference	De Kalb, Ill.	Bessie Scott	East Aurora	99.50	Gregg
5- 8	Central Coast Counties	King City, Calif.	Ethel James	Watsonville	99.25	Gregg
5- 7	District Contest	Worcester, Mass.	Evelyn Crouch	Millbury	99	Gregg
5- 6	College Championship	Stillwater, Okla.	Francis Dow	A. & M. College	99	Gregg
5- 6	District Contest	Worcester, Mass.	Mary Grandon	Oxford	99	Pitman
5- 1	Oxford County	Norway, Maine	Ethel Hall	Fryeburg Academy	99	Gregg
5-21	Northwest Conference	Arlington Heights, Ill.	Ruth Johnson	Gurnee	98.75	Gregg
5- 7	District Contest	Worcester, Mass.	Evelyn Sterling	Millbury	98.5	Gregg
5- 8	Cumberland County	Portland, Maine	Edith Fielding	Deering, Portland	98.33	Gregg
5- 1	Oxford County	Norway, Maine	Mary Slattery	South Paris	98	Gregg
5- 8	Cumberland County	Portland, Maine	Olive Colby	Brunswick	97.91	Gregg
5- 8	Cumberland County	Portland, Maine	Dorothy Sabin	Deering, Portland	97.08	Gregg
5- 1	District Contest	De Kalb, Ill.	Elizabeth Luhtala	De Kalb	97	Gregg
5-28	Twin City Contest	Kitchener, Ont.	Cordelia Berges	Office Stenographer	96.50	Gregg
5- 1	District Contest	De Kalb, Ill.	Martha Hampa	De Kalb	96.03	Gregg
5- 1	District Contest	De Kalb, Ill.	Lillian Luhtala	De Kalb	96.03	Gregg
5-28	Bradford County	Towanda, Pa.	Leora Dreste	Canton	93	Gregg

Group Thirteen

90 Words a Minute—Second-Year Students

Date	Event	Place	Name	High School	Percent Accuracy	System
March						
3-20	San Diego County	San Diego, Calif.	Neva Nolan	San Diego Senior	99.55	Gregg
3-26	State Commercial, Utah	Brigham Young University	David M. Mayberry	Provo	97.7	Gregg

Date	Event	Place	Name	High School	Percent Accuracy	System
April						
4-10	District Contest	Miles City, Mont.	Nora Fahey	Miles City	99.56	Gregg
4- 9	District Contest	Butte, Mont.	Emma Henry	Butte	99.1	Gregg
4-10	Northern Idaho District	Spokane, Wash.	Eva Anderson	Sandpoint	99	Gregg
4-24	Southeast Missouri	Cape Girardeau	Lucille Tesreau	Festus	99	Gregg
4-30	Commercial Contest	Twin Falls, Idaho	Laura Clark	Filer	98	Gregg
4-10	Los Angeles County	Long Beach, Calif.	Esther Gerry	Pasadena	98.3	Gregg
4- 9	District Contest	Butte, Mont.	Emma Henry	Butte	98.2	Gregg
4-30	Commercial Contest	Twin Falls, Idaho	Eleanor Kinney	Burley	97.50	Gregg
4-30	Commercial Contest	Twin Falls, Idaho	Fern Glick	Filer	97.3	Gregg
4- 9	District Contest	Butte, Mont.	Ellen Pohia	Butte	97.3	Gregg
4-10	District Contest	Miles City, Mont.	Kathryn Dimus	Miles City	97.16	Gregg
4-10	San Bernardino County	San Bernardino, Cal.	Helen Baur	San Bernardino	97	Gregg
4-10	District Contest	Miles City, Mont.	Elva Anderson	Forsyth	96.50	Gregg
4- 9	District Contest	Butte, Mont.	Helen Hickman	Butte	96.4	Gregg
4-10	San Bernardino County	San Bernardino, Cal.	Mabel Davidson	San Bernardino	96	Gregg
4-10	Northern Idaho District	Spokane, Wash.	Nordahl Bradshaw	Wallace	96	Gregg
4- 3	Tri-County Scholarship	Shelby, Mont.	Agatha Fruh	Shelby	96	Gregg
4-24	Southeast Missouri	Cape Girardeau	Janice Bone	Sikeston	95	Gregg
4-10	Los Angeles County	Long Beach, Calif.	Alice Gorschalke	Pasadena	95	Gregg
4-10	Northern Idaho District	Spokane, Wash.	Ella Krause	Bonners Ferry	95	Gregg
4- 9	District Contest	Butte, Mont.	Ellen Pohia	Butte	94.9	Gregg
4- 9	District Contest	Butte, Mont.	Ruth Yeager	Butte	94.5	Gregg
4-24	Southeast Missouri	Cape Girardeau	Irma Siebert	Festus	94	Gregg
4- 8	District Contest	Roundup, Mont.	Fern Crothers	Roundup	93	Gregg
4- 3	Tri-County Scholarship	Shelby, Mont.	Evelyn Lohr	Galata	93	Gregg
4-10	San Bernardino County	San Bernardino, Cal.	Adella Ramos	San Bernardino	93	Gregg
4- 3	Tri-County Scholarship	Shelby, Mont.	Jean Blacker	Shelby	88	Gregg
4- 9	District Contest	Roundup, Mont.	Zelma Halley	Roundup	88	Gregg
4- 3	Tri-County Scholarship	Shelby, Mont.	Agatha Fruh	Shelby	84	Gregg
4- 8	District Contest	Roundup, Mont.	George Swertelle	Roundup	84	Gregg
4- 3	Tri-County Scholarship	Shelby, Mont.	Evelyn Lohr	Galata	80	Gregg
4- 3	Tri-County Scholarship	Shelby, Mont.	Barbara Schuler	Valier	56	Gregg
May						
5- 1	Schuylkill County	Shenandoah, Pa.	Margaret Bernhardt	Shenandoah	99.7	Gregg
5-22	Plymouth County	Brockton, Mass.	Ruth Smith	Howard, West Bridgewater	99.6	Gregg
5-22	Plymouth County	Brockton, Mass.	Velma Taylor	Marshfield	99.6	Gregg
5-22	Plymouth County	Brockton, Mass.	Rose Hernan	Scituate	99.2	Gregg
5- 1	Schuylkill County	Shenandoah, Pa.	Herbert Leiby	Tamaqua	98.2	Gregg
5- 1	Schuylkill County	Shenandoah, Pa.	Mildred Sterner	Pottsville	97.7	Benn Pitman
5-29	Nevada State	Reno, Nev.	Russell Davidson	Reno	96.8	Gregg
5- 1	Blair County Commercial	Altoona, Pa.	Viennia Kochelries	Juniata	96.3	Gregg
June						
6- 5	Essex County	Salem, Mass.	Kathleen Peeples	Gloucester	97.7	Gregg
6- 5	Essex County	Salem, Mass.	Evelyn Towle	Haverhill	96	Pitman
6- 5	Essex County	Salem, Mass.	Mary T. Looney	Swampscott	94.77	Gregg

Group Fourteen

100 Words a Minute—Second-Year Students

Date	Event	Place	Name	High School	Percent Accuracy	System
March						
3-26	Second Annual State	Brigham Young University	Dora Mayhew	Provo	98.6	Gregg
3-26	Second Annual State	Brigham Young University	Dorothy Clark	Richfield	98.4	Gregg
3-18	Annual State High School Tournament	Laramie, Wyo.	Sarabel Goldtrap	Casper	98.3	Gregg
3-26	Second Annual State	Brigham Young University	Mildred Pace	Payson	98	Gregg
3-18	Annual State High School Tournament	Laramie, Wyo.	Alma Parkko	Rock Springs	97	Gregg
April						
4-30	Montana State Scholarship	Bozeman, Mont.	Anna De Haas	Livingston	100	Gregg
4-24	South Dakota State	Aberdeen	Viola Korhonen	Watertown	99.6	Gregg
4-24	South Dakota State	Aberdeen	Lucille Marie Schiltz	Alexandria	99.6	Gregg
4-24	Montana State Scholarship	Bozeman	Anna De Haas	Livingston	99.4	Gregg
4-24	South Dakota State	Aberdeen	Marjorie R. Hillis	Sioux Falls	99.4	Gregg
4-23	District Contest	Maryville, Mo.	Annie Shanin	Robidioux, St. Jos.	99	Gregg
4-23	District Contest	Maryville, Mo.	Janet Cameron	Robidoux, St. Joseph	98.4	Gregg
4-23	Northeast Missouri	Kirksville	Kathryn White	Marceline	98.4	Gregg
4-24	South California Commercial	Santa Monica	Neva Nolan	San Diego	98.3	Gregg

Date	Event	Place	Name	High School	Percent Accuracy	System
4-22	District Contest	Columbia, S. C.	Margaret Bogen	Columbia	98.2	Gregg
4-30	Montana State Scholarship	Bozeman	Emma Henry	Butte	98.2	Gregg
4-23	Northeast Missouri	Kirksville	Cecil Perry	Kirksville	98	Gregg
4-30	Montana State Scholarship	Bozeman	Eva Poe	Townsend	98	Gregg
4-30	Montana State Scholarship	Bozeman	Rhea Traver	Big Timber	98	Gregg
4-24	South California Commercial	Santa Monica	Eunice Wolfe	Fullerton	97.9	Gregg
4-30	Montana State Scholarship	Bozeman, Mont	Emma Henry	Butte	97.8	Gregg
4-30	Montana State Scholarship	Bozeman	Lief Henry	Kalispell	97.8	Gregg
4-24	South California Commercial	Santa Monica	Helen Baur	San Bernardino	97.6	Gregg
4-10	Los Angeles County	Long Beach, Calif.	Clara Elminger	Franklin, Los Angeles	97.3	Gregg
4-24	Mercer County Commercial	Greenville, Pa.	Dorothy Hayes	Penn	97.01	Gregg
4-10	Piatt County Commercial	Bement, Ill.	Laura Perkins	Monticello	97	Gregg
4-24	Mercer County Commercial	Greenville, Pa.	Edith Lee	Sharon	96.95	Gregg
4-23	District Contest	Maryville, Mo.	Winifred Canada	Robidoux, St. Joseph	96.8	Gregg
4-10	Los Angeles County	Long Beach, Calif.	Dorothy E. Johnson	Franklin, Los Angeles	96.3	Gregg
4-10	Piatt County Commercial	Bement, Ill.	Mary Tabaka	Bement	96	Gregg
4-10	Los Angeles County	Long Beach, Calif.	Norma McGaughey	Franklin, Los Angeles	95.8	Gregg
4-22	District Contest	Columbia, S. C.	Eloise Perry	Columbia	95.6	Gregg
4-10	Piatt County Commercial	Bement, Ill.	Elva Funk	Monticello	95	Gregg
4-10	Piatt County Commercial	Bement, Ill.	Velta Hosler	Monticello	95	Gregg
4-23	Northeast Missouri	Kirksville	Eleanor Owens	Brunswick	94	Gregg
4-24	District Contest	Warrensburg, Mo.	Edna Pape	Concordia	94	Gregg
4-24	Mercer County Commercial	Greenville, Pa.	Helen Pilch	Farrell	93.72	Gregg
4-24	District Contest	Warrensburg, Mo.	Doris Bellomy	Slater	90	Gregg
4-24	District Contest	Warrensburg, Mo.	Helen Gauldin	Slater	90	Gregg
4-24	District Contest	Warrensburg, Mo.	Fay Lindsay	Slater	90	Gregg
4-10	District Contest	Dwight, Ill.	Gertrude Deiter	Dwight	86	Gregg
4-10	District Contest	Dwight, Ill.	Maybelle Marr	Chatsworth	86	Gregg
4-10	District Contest	Dwight, Ill.	Helen Lardinois	Pontiac	81.4	Gregg
4-22	District Contest	Columbia, S. C.	Rosa Lee Garner	Sumter	78.4	Pitman
	May					
5- 1	Upper Peninsula	Marquette, Mich.	Geraldine Carroll	St. Patrick's, Hancock	100	Gregg
5- 8	High School Shorthand	Whitewater, Wis.	Dorothy Griesbach	Prairie du Chien	100	Gregg
5- 8	High School, Shorthand	Whitewater, Wis.	Georgia Burdick	Lake Geneva	99.8	Pitman
5- 8	Wisconsin Vocational School	Whitewater, Wis.	Lorraine Westfall	Milwaukee Vocational	99.8	Gregg
5- 8	High School Shorthand	Whitewater, Wis.	Lauretta Wojta	Manitowoc	99.8	Gregg
5-14	Michigan State	Kalamazoo	Erwilli Schneider	Benton Harbor	99.7	Gregg
5-14	Michigan State	Kalamazoo	Mildred Wortinger	Constantine	99.7	Gregg
5- 8	Central Coast Counties	King City, Calif.	Eva Kimbrough	San Luis Obispo	99.4	Gregg
5-14	Michigan State	Kalamazoo	Dorothy Lash	Benton Harbor	99.4	Gregg
5- 8	Central Coast Counties	King City, Calif.	Lenore Buechler	San Luis Obispo	99.2	Gregg
5- 1	High School Shorthand	Whitewater, Wis.	Evelyn Howell	Waukesha	99.2	Gregg
5- 8	Central Coast Counties	King City, Calif.	Ethel James	Watsonville	99.2	Gregg
5- 8	High School Shorthand	Whitewater, Wis.	Aletta Smedema	Randolph	99.2	Gregg
5-14	Michigan State	Kalamazoo	Anette Dirkse	Grand Haven	99.1	Gregg
5- 1	Blair County Commercial	Altoona, Pa.	Charlotte Sunseri	Altoona	99.1	Gregg
5-22	Northern Illinois	De Kalb, Ill.	Elizabeth Luhtala	De Kalb	99	Gregg
5-28	Twin City Contest	Kitchener, Ont.	Leone Zinger	Office Stenographer	99	Pitman
5-22	Northern Illinois	De Kalb, Ill.	David Baranofsky	Rockford	98.67	Gregg
5-22	Northern Illinois	De Kalb, Ill.	Bessie Scott	East Aurora	98.67	Gregg
5- 6	College Championship	Stillwater, Okla.	Carlos Harrow	A. & M. College	98.6	Gregg
5- 8	Wisconsin Vocational School	Whitewater, Wis.	Esther Kraemer	Sheboygan Vocational	98.6	Gregg
5- 8	Wisconsin Vocational School	Whitewater, Wis.	Helen Bauman	Milwaukee Vocational	97.9	Gregg
5- 6	College Championship	Stillwater, Okla.	Stella Baker	A. & M. College	97.4	Gregg
5- 1	Upper Peninsula	Marquette, Mich.	Violet Dalton	Manistique	97	Gregg
5- 1	Upper Peninsula	Marquette, Mich.	Margaret Fagan	Manistique	97	Gregg
5-28	Twin City Contest	Kitchener, Ont.	Leo Schnarr	St. Jerome's College	97	Gregg
5- 6	State Interscholastic Meet	Stillwater, Okla.	Thelma Dixon	Ponca City	96.8	Gregg
5- 6	State Interscholastic Meet	Stillwater, Okla.	Carlos Harrow	A. & M. College	96.6	Gregg
5- 6	Amateur State Championship	Stillwater, Okla.	Carlos Harrow	A. & M. College	96.4	Gregg
5- 1	Local High School	San Luis Obispo, Calif.	Marjorie Drake	San Luis Obispo	96	Gregg
5- 8	Penobscot County	Bangor, Maine	Kathleen Fortin	Old Town	96	Gregg
5- 1	Local High School	San Luis Obispo, Calif.	Eva Kimbrough	San Luis Obispo	96	Gregg
5- 6	State Interscholastic Meet	Stillwater, Okla.	Virginia Marr	Tulsa	96	Gregg
5-28	Twin City Contest	Kitchener, Ont.	Mary McKenty	Office Stenographer	96	Gregg
5- 6	State Interscholastic Meet	Stillwater, Okla.	Bernice Riden	A. & M. College	96	Gregg

Date	Event	Place	Name	High School	Percent Accuracy	System
5- 6	Amateur State Championship	Stillwater, Okla.	Bernice Riden	A. & M. College	96	Gregg
5-28	Twin City Contest	Kitchener, Ont.	Nelson Lyons	St. Jerome's College	95.8	Gregg
5-28	Twin City Contest	Kitchener, Ont.	Joseph Guil	St. Jerome's College	95.2	Gregg
5-15	Fourth Interscholastic	San Juan, P. R.	Antonio Ramirez	Mayaguez	95	Gregg
5- 1	Local High School	San Luis Obispo, Calif.	Lenore Buechler	San Luis Obispo	94	Gregg
5- 8	Cumberland County	Portland, Maine	Mary McCarthy	Portland	93.33	Gregg
5-15	Fourth Interscholastic	San Juan, P. R.	Jose Torres	Mayaguez	93	Gregg
5- 8	Cumberland County	Portland, Maine	Ethel Levine	Portland	91.33	Gregg
5-15	Fourth Interscholastic	San Juan, P. R.	Luis Radames Rios	Ponce	91	Gregg
5- 8	Penobscot County	Bangor, Maine	Edythe Spencer	Old Town	90 2/3	Gregg
5- 8	Penobscot County	Bangor, Maine	Katherine Burke	Bangor	90 1/3	Gregg
5-21	Northwest Conference	Arlington Heights, Ill.	Delevan Jurs	Barrington	90.14	Gregg
5-21	Northwest Conference	Arlington Heights, Ill.	Louise Klehm	Arlington Heights	82.8	Gregg
5-21	Northwest Conference	Arlington Heights, Ill.	Lucille Martens	Barrington	88.6	Gregg
5-15	Fourth Interscholastic	San Juan, P. R.	Celeste Aida Rivera	San Juan	88	Gregg
5- 6	State Interscholastic Meet	Stillwater, Okla.	Ethel Stubblefield	Ponca City	86	Gregg
5-14	Fergus County	Lewistown, Mont.	Louise Pospisil	Moore	68	Gregg
5-14	Fergus County	Lewistown, Mont.	Raymond Kelly	Buffalo	59	Gregg

Group Fifteen

90 Words a Minute on Literary Matter; 105 Words a Minute on Business Letters—Average Grade on Two Tests—Second-Year Students

Date	Event	Place	Name	High School	Percent Accuracy	System
4-24	District Contest	Hobart, Ind.	Mary Bielecky	Washington, East Chicago	97.7	Gregg
4-24	District Contest	Hobart, Ind.	Elizabeth Benson	Washington, East Chicago	97.1	Gregg
4-10	Lake County	Hammond, Ind.	Marie Jablonsky	East Chicago	97.1	Gregg
4-10	Lake County	Hammond, Ind.	Eva Holzmer	Hobart	96.5	Gregg
4-10	Lake County	Hammond, Ind.	Lucile Peterson	Hobart	92.1	Gregg
4-24	District Contest	Hobart, Ind.	Eleanor Aldrin	Washington, East Chicago	92.07	Gregg

Group Sixteen

120 Words a Minute—Second-Year Students

Date	Event	Place	Name	High School	Percent Accuracy	System
5- 8	Central Coast Counties	King City, Calif.	Eva Kimbrough	San Luis Obispo	99.6	Gregg
5- 8	Central Coast Counties	King City, Calif.	Marjorie Drake	San Luis Obispo	99	Gregg
5- 1	Local High School	San Luis Obispo, Calif.	Eva Kimbrough	San Luis Obispo	95	Gregg
5-14	Michigan State	Kalamazoo	Vivia Isaacson	Crystal Falls	94.5	Gregg
5- 1	Local High School	San Luis Obispo, Calif.	Marjorie Drake	San Luis Obispo	93	Gregg
5- 1	Local High School	San Luis Obispo, Calif.	Alta Larsen	San Luis Obispo	92	Gregg
5- 1	Blair County Commercial	Altoona, Pa.	Mabel Pheasant	Altoona	91.1	Gregg
5-14	Michigan State	Kalamazoo	Wm. Reynolds	Crystal Falls	90.8	Gregg
3-27	Fourth Nebraska District	Hastings	Bernice Baker	St. Paul	78	Gregg
3-27	Fourth Nebraska District	Hastings	Irvilla Jones	Hastings	76	Gregg
3-27	Fourth Nebraska District	Hastings	Lois Lienhart	Hastings	62	Gregg

Group Seventeen

125 Words a Minute—Third Quarter

Date	Event	Place	Name	High School	Percent Accuracy	System
5- 6	State Interscholastic Meet	Stillwater, Okla.	Mildred Maroney	A. & M. College	95	Gregg
5- 6	Amateur State Championship	Stillwater, Okla.	Mildred Maroney	A. & M. College	95	Gregg

Typewriting Records

Group One

Winners of first, second, and third places in the first-year typewriting events, variously described as "Novice Class," "Beginners," "Junior Typewriting," "Typewriting I," "Elementary Typewriting," "First-Year Class," "Class C," "Class B," etc., etc.

Date	Event	Place	Name	High School	Net Words a Minute
March					
3- 6	Connecticut Business Educator's Association	Hartford	Rose Caonette	Wilby, Waterbury	62
3-26	Utah State Commercial	Brigham Young University	Gladys M. Carron	Richfield	62
3- 6	Connecticut Business Educator's Association	Hartford	Victor Machutas	Ansonia	57
3-26	Utah State Commercial	Brigham Young University	Ora Gladhill	Richfield	54
3-26	Utah State Commercial	Brigham Young University	Bernice Hansen	Richfield	50
3-26	Southern Illinois	Carbondale	Lucile King	West Frankfort	49.6
3-27	First Nebraska District	Wymore	Grace Linderman	Pawnee	48 2/15
3-27	First Nebraska District	Wymore	Virginia Hassler	Pawnee	47 8/15
3-26	Southern Illinois	Carbondale	Dorris Dowell	Harrisburg	47.40
3-26	Southern Illinois	Carbondale	Mildred Thompson	Harrisburg	45.6
3-26	Sixth Nebraska District	Chadron	Beatrice Coffee	Harrison	44
3- 6	Connecticut Business Educator's Association	Hartford	Loretta L. Hatch	Ansonia	42
3-27	Fourth Nebraska District	Hastings	Rose Novak	Gothenberg	41
3-27	Second Nebraska District	Nebraska City	Naomi Sherwood	Nebraska City	40.2
3-27	Fourth Nebraska District	Hastings	Charles Gard	Kearney	38.3
3-26	Sixth Nebraska District	Chadron	Lloyd Lacy	Harrison	38
3-27	Fourth Nebraska District	Hastings	Maxime McCann	St. Paul	35.8
3-27	Second Nebraska District	Nebraska City	Helen Herckt	Omaha Central	35.2
3-26	Sixth Nebraska District	Chadron	Ellen Broderick	Harrison	35
3-27	Second Nebraska District	Nebraska City	Kathryn Davis	Falls City	34.8
April					
4-24	District Contest	Evansville, Ind.	Katherine Offutt	Reitz, Evansville	68
4-24	District Contest	Tombstone, Ariz.	Margaret Koons	Tucson	67
4-24	District Contest	Tombstone, Ariz.	Annie Rodriquez	Tucson	63
4-24	District Contest	Tombstone, Ariz.	Freda Wollard	Tucson	61
4-30	Montana State Scholarship	Bozeman	Mabel Munro	Kalispell	59.8
4-23	Arizona State Contest	Tempe State Teachers' College	M. Elizabeth Baughn	Phoenix	59 10/15
4-24	Southern California Teachers' Association	Santa Monica	Ethel M. Newell	Colton	58
4-30	Skagit-Snohomish County	Mount Vernon, Wash.	Louise Locken	Mount Vernon	57.9
4-17	Fourth Oregon State	Corvallis	Mildred Glann	Albany	57.49
4-16	First Skagit County	Mount Vernon, Wash.	Virgil Baugh	Mount Vernon	57
4-24	Eighth Annual Sacramento Valley	Sacramento, Calif.	Irma Brandstatt	Yuba City	57
4-30	Skagit-Snohomish County	Mount Vernon, Wash.	Virgil Baugh	Mount Vernon	56.2
4- 3	District Contest	Kalispell, Mont.	Mabel Munroe	Flathead	56
4-24	District Contest	Evansville, Ind.	M. Siebe	Central, Evansville	56
4-24	Eighth Annual Sacramento Valley	Sacramento, Calif.	Georgie Walker	Sutter Creek	56
4- 3	District Contest	Kalispell, Mont.	Anna Neigh	Flathead	55
4-24	District Contest	Evansville, Ind.	E. Metzger	Central, Evansville	54.82
4-17	Fourth Oregon State	Corvallis	Bernice Davenport	Myrtle Point	54.72
4-30	Montana State Scholarship	Bozeman	Janette B. Rossiter	Sheridan	54.5
4-10	District Contest	Hammond, Ind.	Milton Levenberg	Froebel, Gary	54
4-24	Eighth Annual Sacramento Valley	Sacramento, Calif.	Dorothea White	Willows	54
4-30	Montana State Scholarship	Bozeman	Esther Crestetto	Butte	53.6
4-24	South Dakota State	Aberdeen	Helen Winifred	Fedora, Blankenburg	53 4/15
4-24	South Dakota State	Aberdeen	Dorothy M. Berdahl	Sioux Falls	53 2/15
4-17	Fourth Oregon State	Corvallis	Betinna Libby	University	53.19
4-23	Northeast Missouri	Kirksville	Theodore Bowen	LaPlata	52.1
4-24	Southern California Teachers' Association	Santa Monica	Lorraine Ericson	Pasadena	50
4-24	Southern California Teachers' Association	Santa Monica	Corinne Nelson	Santa Ana	50
4-10	District Contest	Dwight, Ill.	Beatrice McFall	Lexington	49.4
4-30	District Contest	Twin Falls, Idaho	Florence Emerson	Gooding	49
4-30	District Contest	Twin Falls, Idaho	Florence Foutz	Burley	49

Date	Event	Place	Name	High School	Net Words a Minute
4-10	District Contest	Medford, Oregon	Janey Marian Walker	Ashland	49
4-23	District Contest	Maryville, Mo.	Helen Hornkohl	Robidoux, St. Joseph	48.98
4-23	District Contest	Maryville, Mo.	Libbie Gordon	Robidoux, St. Joseph	48.78
4-10	District Contest	Medford, Oregon	Bayard McClure Getchell	Medford	48
4-30	District Contest	Twin Falls, Idaho	Laura Wills	Rupert	48
4-24	South Dakota State	Aberdeen	Albert Wolf	Lutheran Academy, Eureka	$47^{10}/_{15}$
4-10	Custer County District	Miles City, Mont.	Helen McCrum	Miles City	47
4-23	District Contest	Maryville, Mo.	Helen Linthicum	Ridgeway	46.89
4-16	First Skagit County	Mount Vernon, Wash.	Louise Locken	Mount Vernon	45
4-10	District Contest	Dwight, Ill.	Ruth O'Malley	Pontiac	45
4-23	Arizona State Contest	Tempe State Teachers' College	Anna Bradshaw	Phoenix	$44^{11}/_{15}$
4-23	Northeast Missouri	Kirksville	Gladys Dixon	Atlanta	44.3
4-23	Arizona State Contest	Tempe State Teachers' College	Celina Leonard	Casa Grande	$44^{3}/_{15}$
4- 3	District Scholarship	Havre, Montana	Cathryn McCarthy	Havre	44
4- 3	District Scholarship	Havre, Montana	Edythe Pyper	Havre	44
4-24	District Contest	Hobart, Indiana	Charlotte Burke	Valparaiso	43.5
4- 3	District Contest	Kalispell, Mont.	Helen Elliott	Flathead	43
4-30	Skagit-Snohomish County	Mount Vernon, Wash.	Elma Ward	Everett	42.7
4-10	District Contest	Dwight, Ill.	Marie Hinkle	Minonk	42.46
4-10	Piatt County Commercial	Bement, Ill.	Florence Clodfelter	Bement	42.3
4-10	District Contest	Medford, Oregon	Lena Armstrong	Central Point	42
4-10	District Contest	Hammond, Indiana	Margaret Black	Emerson, Gary	42
4- 9	District Contest	Roundup, Montana	Ruth Cameron	Roundup	42
4-10	Piatt County Commercial	Bement, Ill.	Zola Wempen	Bement	40.8
4-10	Piatt County Commercial	Bement, Ill.	Catherine Bell	Atwood	40.3
4-23	Northeast Missouri	Kirksville	Eloise Wood	Macon	40.2
4-10	Custer County District	Miles City, Mont.	May Cross	Miles City	40.12
4- 9	District Contest	Roundup, Mont.	Alice Nicholsen	Roundup	40
4-10	District Contest	Hammond, Ind.	Millicent Long	Emerson, Gary	39
4- 9	District Contest	Roundup, Mont.	David Allweiss	Harlowton	39
4-24	District Contest	Elkhart, Ind.	Virginia Overdeer	Goshen	38.3
4- 8	Clark-Skamania	Camas, Wash.	Bennie Harbinski	Camas	37.2
4-24	District Contest	Hobart, Ind.	Lorraine Stanton	Valparaiso	36.3
4-10	Custer County District	Miles City, Mont.	Dorothy Brogg	Terry	36.14
4-24	District Commercial Contest	Hobart, Ind.	Waldo Ruess	Valparaiso	35.3
4-24	District Contest	Elkhart, Ind.	Marie Zeutz	Goshen	34.8
4- 8	Clark-Skamania	Camas, Wash.	Audrey Jones	Camas	32.8
4- 8	Clark-Skamania	Camas, Wash.	Irene Babcock	Washougal	30.4
4- 3	District Scholarship	Havre, Mont.	Wilbur Orman	Hingham	30
4-16	First Skagit County	Mount Vernon, Wash.	Nona Layne	Hamilton	28
	May				
5-15	Iowa State	Des Moines	Leone Fallon	Fort Dodge	71.85
5-15	Illinois State	Normal	Hilda Dehl	Casey	64.57
5- 1	Seventh Annual California State	Los Angeles-Sacramento	Evelyn Mingus	Coalinga	63
5-15	Iowa State Contest	Des Moines	Lois Roush	Cedar Falls Teachers' College	62.67
5-15	Illinois State	Normal	Grace Fromknect	Hillsboro	61.6
5-15	Iowa State	Des Moines	Aletha Butler	Atlantic	61.02
5- 1	Seventh Annual California State	Los Angeles-Sacramento	Ruthe McIntire	Piedmont	60
5-14	Michigan State	Kalamazoo	Violet Verville	St. Patrick's, Hancock	59.45
5- 1	Seventh Annual California State	Los Angeles-Sacramento	Wm. C. McCammon	Coalinga	59
5-15	Illinois State	Normal	Frances Davidson	Mackinaw	56.93
5- 1	Third Annual State, Ohio	Bowling Green	Virginia Dick	Cleveland Heights	56.9
5- 1	Third Annual State, Ohio	Bowling Green	Viola Burkhelder	Archbold	55.4
5-14	Michigan State	Kalamazoo	Margaret Leonard	Croswell	55.25
5- 7	Oklahoma A. & M. College Championship	Stillwater	Imogene Johnson	A. & M. College	55
5-14	Michigan State	Kalamazoo	Eloise Hartley	Iron River	54.88
5- 7	Oklahoma A. & M. College Championship	Stillwater	Hattie Plummer	A. & M. College	53.6
5- 8	Illinois Valley District		Evelyn Johnson	Morris	53
5- 7	Oklahoma A. & M. College Championship	Stillwater	Geneva Littrell	A. & M. College	53
5-14	Michigan State	Kalamazoo	Hollis Powell	Ionia	52.67

Date	Event	Place	Name	High School	Net Words a Minute
5-14	Michigan State	Kalamazoo	Ward Jones	Cassopolis	52.28
5- 8	Illinois Valley District		Nellie Sleight	Morris	52
5-14	Michigan State	Kalamazoo	Doris Bond	Coopersville	51.01
5- 1	Third Annual State, Ohio	Bowling Green	Aleen Miller	Lakewood	49.5
5- 1	District Contest	Crystal Lake, Ill.	Gertrude Moberg	Crystal Lake	49.5
5-28	Twin City Contest	Kitchener, Ont.	William Cote	St. Jerome's College	49.3
5- 1	District Contest	Crystal Lake, Ill.	Amelia Kutzner	Marengo	49.1
5- 6	Oklahoma State Interscholastic	Stillwater	Burneice Leib	Baggs	49
5- 7	Utah Typewriting	Agricultural College, Logan	Edna Monson	Preston	49
5-21	West Suburban League	Des Plaines, Ill.	Edna Sonnenberg	York	48.2
5- 6	Oklahoma State Interscholastic	Stillwater	Celia Lowe	Enid	48
5- 1	District Contest	Crystal Lake	Fern Williams	Huntley	47.9
5-28	Twin City Contest	Kitchener, Ont.	Joseph Guil	St. Jerome's College	47.2
5- 8	Illinois Valley District		Ethyle Bishop	Morris	47
5-22	District Contest	Sparks, Nev.	Kathryn Robinson	Sparks	47
5-21	Northwest Conference	Arlington Heights, Ill.	Mildred Weseman	Palatine	45.84
5-21	Northwest Conference	Arlington Heights, Ill.	Chesney Brooks	Wauconda	45.66
5-21	Northwest Conference	Arlington Heights, Ill.	Elizabeth Buesching	Palatine	45.09
5- 1	District Contest	DeKalb, Ill.	Esther Underwood	Genoa	44.5
5-28	Twin City Contest	Kitchener, Ont.	William Beechey	St. Jerome's College	44.4
5-21	West Suburban League	Des Plaines, Ill.	Lucille Manfrin	Hillsdale	44.3
5- 8	Cumberland County	Portland, Maine	Mabel McPherson	Portland	44
5- 6	Oklahoma State Interscholastic	Stillwater	Helen Wright	Ponca City	44
5-21	West Suburban League	Des Plaines, Ill.	Robert McVitty	Downers Grove	43.3
5- 7	Southeast Texas	Beaumont	Willie Mae Lowry	Sour Lake	43
5- 7	Utah Typewriting	Agricultural College, Logan	Clarice Webb	North Cache	43
5- 7	Southeast Texas	Beaumont	Margaret Brandt	Beaumont	42
5- 7	Utah Typewriting	Agricultural College, Logan	Lucy King	Ogden	42
5- 1	District Contest	DeKalb, Ill.	Lucille Corey	DeKalb	41.6
5-22	District Contest	Sparks, Nevada	Lois Miranda Dunn	Sparks	41
5- 7	Southeast Texas	Beaumont	Mary Issacks	Sour Lake	41
5- 1	District Contest	DeKalb, Ill.	Louise Park	Rochelle	40.9
5-22	District Contest	Las Vegas, Nev.	Mary Jane Moscock	Las Vegas	39 2/3
5- 8	Penobscot County	Bangor, Maine	Elsie Kenney	Bangor	39.5
5-22	Plymouth County	Brockton, Mass.	Lydia Stearns	Scituate	39.3
5- 8	Penobscot County	Bangor, Maine	Merna White	Bangor	37.2
5- 1	Alabama State	Montevallo	Mary J. Webb	Mobile	35.8
5- 1	Alabama State	Montevallo	Kenneth Clark	Ensley, Birmingham	34.9
5- 8	Penobscot County	Bangor, Maine	Virginia Priest	Brewer	34
5- 1	Alabama State	Montevallo	Ruth M. Perry	Tuscumbia	33.2
5-14	Fergus County	Lewistown, Mont.	Isabel Mathews	Moore	30.2
5-22	Plymouth County	Brockton, Mass.	Lucia Reed	Whitman	32.6
5- 8	Cumberland County	Portland, Maine	Hazel Parkhurst	Deering, Portland	32
5-22	Plymouth County	Brockton, Mass.	Rose Craig	Abington	31
5- 8	Cumberland County	Portland, Maine	Evelyn Taylor	Freeport	28

Group Two

Contestants in this group were reported as having had less than 160 hours of instruction

Date	Event	Place	Name	High School	Net Words a Minute
4-24	District Contest	Elkhart, Ind.	Rosemary Regula	Mishawaka	54.1
4-24	District Contest	Elkhart, Ind.	Leone Kelley	Mishawaka	50.33
4-24	District Contest	Elkhart, Ind.	Mabel Whitlock	Elkhart	49.33
5-22	District Contest	Evansville, Ind.	H. Weilbrenner	Mt. Vernon	43
4-24	District Contest	Hobart, Ind.	Helen Englund	Hobart	30.93
4-22	District Contest	Hobart, Ind.	Grace Griffin	Michigan City	29.6
4-22	District Contest	Hobart, Ind.	Almabelle Mattix	Hobart	28.8
5-22	District Contest	Evansville, Ind.	K. Dragco	Owensville	26
5-22	District Contest	Evansville, Ind.	B. Noon	Mt. Vernon	26

Group Three

Contestants in this group began the study of typewriting in January, 1925
Reported as "Junior Event"

Date	Event	Place	Name	High School	Net Words a Minute
3-27	Second Nebraska District	Nebraska City	Dorothy R. Baird	Omaha Central	44.6
3-27	Second Nebraska District	Nebraska City	Cassie Baron	Nebraska City	43.6
3-27	Second Nebraska District	Nebraska City	Velma Parkhurst	Nebraska City	41.8
3-27	Fourth Nebraska District	Hastings	Walter McIntyre	Hastings	38.38
3-27	Fourth Nebraska District	Hastings	Kathryn Barman	Gothenberg	33.52
3-26	Sixth Nebraska District	Chadron	Bill Bower	Chadron Preparatory	26
3-27	Fourth Nebraska District	Hastings	Alvin Evers	Ravenna	24
3-26	Sixth Nebraska District	Chadron	Mildred Reedy	Chadron Preparatory	19

Group Four

Private School Group. Beginning and Elementary Classes

Date	Event	Place	Name	School	Net Words a Minute
5- 1	Seventh Annual California State	Los Angeles-Sacramento	Dorothy Jurges	Armstrong School of Business	64
5- 1	Seventh Annual California State	Los Angeles-Sacramento	Cotta Hillerman	Armstrong School of Business	61
3- 6	Connecticut Business Educators' Association	Hartford	Katherine Green	Stone Business College	59
3- 6	Connecticut Business Educators' Association	Hartford	Catherine J. Andrews	Post Business College, Waterbury	56
5- 1	Seventh Annual California State	Los Angeles-Sacramento	Alice L. Basler	Pribble School of Business	56
3- 6	Connecticut Business Educators' Association	Hartford	Doris V. Mannell	Stone Secretarial School	51

Group Five

Winners of first, second, and third places in the second-year typewriting events, variously described as "Amateur," "Typewriting II," "Advanced Typewriting," "Senior Typewriting," and "Second-Year Typewriting"

In this group the contestants began the study of typewriting in September, 1924, and as far as we are able to tell from the reports, have had less than 400 class hours of instruction.

Date	Event	Place	Name	High School	Net Words a Minute
March					
3- 6	Connecticut Business Educators' Association	Hartford	Lena B. Zimmerman	New Britain	72
3- 6	Connecticut Business Educators' Association	Hartford	Irene M. Anderson	New Britain	66
3-27	Fourth Nebraska District	Hastings	Clara Mercer	Kearney	64.8
3-26	Utah State Commercial	Brigham Young University	Una Petersen	Richfield	64
3-27	Second Nebraska District	Nebraska City	Morris Brick	Omaha Central	62.8
3-26	Southern Illinois District	Carbondale	Bernice Wright	Harrisburg	61.77
3- 6	Connecticut Business Educators' Association	Hartford	Irene E. Johnson	Middletown	61
3-27	Fourth Nebraska District	Hastings	Juanita Bolin	Kearney	60.6
3-26	Utah State Commercial	Brigham Young University	Dena A. Winkel	Richfield	60

Date	Event	Place	Name	High School	Net Words a Minute
3-27	Second Nebraska District	Nebraska City	Maurice Miller	Omaha Central	59 1/15
3-27	Second Nebraska District	Nebraska City	Max Rosenblatt	Omaha Central	59
3-26	Utah State Commercial	Brigham Young University	Clyde Sandgren	Provo	59
3-26	Southern Illinois District	Carbondale	Eva Gardner	Johnson City	57.90
3-27	Fourth Nebraska District	Hastings	Roland Thelin	Gothenberg	57.2
3-26	Southern Illinois District	Carbondale	Lillian Morrison	Carbondale	55.40
3-27	First Nebraska District	Wymore	Martin Heltmeier	Tobias	54 9/15
3-27	First Nebraska District	Wymore	Melvin Taylor	Tobias	51 3/15
3-27	First Nebraska District	Wymore	George Moore	Tecumseh	49 7/15
3-26	Sixth Nebraska District	Chadron	Lucille Dickenson	Alliance	43
3-26	Sixth Nebraska District	Chadron	Vera Lowry	Alliance	37
3-26	Sixth Nebraska District	Chadron	Zeta Redfern	Alliance	29
	April				
4-23	Arizona State	Tempe State Teachers' College	Michael M. Teran	Phoenix	99 11/15
4-24	District Contest	Maryville, Mo.	William Spoor	Maryville	88.37
4-24	District Contest	Tombstone, Ariz.	Marcial Davis	Tucson	81
4-17	Oregon State	Corvallis	Mary Galey	Ashland	79.84
4-10	District Contest	Medford, Oregon	Mary Merriam Galey	Ashland	77
4-24	District Contest	Evansville, Ind.	E. Leimgruber	Reitz, Evansville	77
4-24	Eighth Annual Sacramento Valley	Sacramento, Calif.	Jessie Mae Derr	Elk Grove	76
4-30	Montana State Scholarship	Bozeman	Patricia Weberg	Kalispell	74.6
4-24	District Contest	Evansville, Ind.	G. Schukraft	Reitz, Evansville	73
4-23	Arizona State	Tempe State Teachers' College	Geo. K. Daugherty	Phoenix	72 3/15
4-10	District Contest	Medford, Oregon	Ralph Jackson Bailey	Medford	72
4-16	First Skagit County	Mount Vernon, Wash.	Alice Whipple	Mt. Vernon	72
4-30	Montana State Scholarship	Bozeman	Harold Severance	Great Falls	71.5
4-17	Fourth Oregon State	Corvallis	Wilda Barker	Myrtle Point	71.45
4-30	Skagit-Snohomish County	Mount Vernon	Alice Whipple	Mt. Vernon	71.3
4-24	District Contest	Tombstone, Ariz.	Archie Gee	Tucson	71
4-30	District Contest	Twin Falls, Idaho	Anna M. Beamer	Kimberly	71
4-17	Fourth Oregon State	Corvallis	Moody Benner		70.52
4-24	District Contest	Evansville, Ind.	M. Schneider	Central, Evansville	70
4-26	District Contest	Kalispell, Mont.	Patricia Weberg	Flathead	69
4-30	Montana State Scholarship	Bozeman	Helen M. Hickman	Butte	68
4-24	Eighth Annual Sacramento Valley	Sacramento, Calif.	Sadie Meyer	Marysville	68
4-23	Northeast Missouri	Kirksville	Kathryn White	Marceline	67.8
4-23	Arizona State	Tempe State Teachers' College	Mary M. Gragg	Phoenix	67 4/15
4-24	Southern California Commercial	Santa Monica	H. Mary Shields	Pasadena	67
4-24	Southern California Commercial	Santa Monica	Cecelia C. Maddox	Hemet	66
4-23	District Contest	Maryville, Mo.	Scott Tisdale	Robidoux, St. Joseph	64.85
4-24	Eighth Annual Sacramento Valley	Sacramento, Calif.	Elizabeth Mason	Willows	64
4-24	Southern California Commercial	Santa Monica	Glen R. Easton	Colton	63
4-26	District Contest	Kalispell, Mont.	Ruth Schappacher	Flathead	63
4-30	District Contest	Twin Falls, Idaho	Virginia Brock	Buhl	62
4-24	District Contest	Tombstone, Ariz.	Frances McPherson	Bisbee	62
4-10	District Contest	Medford, Oregon	Donaleene Preston	Medford	62
4-10	Piatt County Commercial	Bement, Ill.	Violet Wilkins	Atwood	61.6
4-24	South Dakota Amateur	Aberdeen	Lydia Abbott	Madison	61
4-30	District Contest	Twin Falls, Idaho	Laura Clark	Filer	61
4-26	District Contest	Kalispell, Mont.	Dorothy Lavin	Flathead	61
4-16	First Skagit County	Mount Vernon, Wash.	Myrtle Halgren	Mt. Vernon	60
4-24	South Dakota Amateur	Aberdeen	Lois Elizabeth Lindel	Aberdeen	60
4-24	South Dakota Amateur	Aberdeen	Nora Zaworsky	Groton	59 9/15
4-24	District Contest	Elkhart, Ind.	Marjorie Shuttler	La Porte	59.6
4-24	District Contest	Elkhart, Ind.	Albina Svec	La Porte	58.8
4-24	Southeast Missouri	Cape Girardeau	Janice Bone	Sikeston	58.5
4-23	District Contest	Maryville, Mo.	Thelma Robertson	Rockport	58.06
4-24	District Contest	Elkhart, Ind.	Eva Huston	Mishawaka	57.13
4-10	District Contest	Hammond, Ind.	Hardee Allen	Hobart	57
4-24	District Contest	Hobart, Ind.	Lucile Peterson	Hobart	56.7
4-30	Skagit-Snohomish County	Mount Vernon	Mabel Hanson	Mt. Vernon	55.8
4-24	Southeast Missouri	Cape Girardeau	May Olmstead	Festus	55.1
4-30	Skagit-Snohomish County	Mount Vernon, Wash.	Eva Londick	Everett	54.9
4-10	District Contest	Dwight, Ill.	Gertrude Dieter	Dwight	54.6
4-10	Piatt County Commercial	Bement, Ill.	Owen Hanna	Bement	54.41

Date	Event	Place	Name	High School	Net Words a Minute
4-24	Southeast Missouri	Cape Girardeau	Esther Morgan	Dexter	54.2
4-10	Piatt County Commercial	Bement, Ill.	Virginia Taylor	Atwood	53.3
4-10	District Contest	Hammond, Ind.	Marjorie Lutz	Hobart	53
4-24	District Contest	Hobart, Ind.	Marjorie Lutz	Hobart	52.9
4-23	Northeast Missouri	Kirksville	Sam Arnold	Kirksville	52.6
4- 9	District Contest	Roundup, Montana	Zelma Haley	Roundup	52
4- 3	District Scholarship	Havre, Mont.	Marvel Willets	Havre	52
4-10	Custer County District	Miles City, Mont.	Lorraine Rowe	Terry	51.5
4-10	District Contest	Hammond, Ind.	Lydia Baranyos	Froebel, Gary	51
4-10	District Contest	Dwight, Ill.	Ella Welch	Dwight	50.6
4-10	District Contest	Dwight, Ill.	Juanita Snyder	Dwight	50.4
4-23	Northeast Missouri	Kirksville	Eileen Tuley	Monroe City	50.4
4- 8	Clark-Skamania	Camas, Wash.	Ruth Zimmerly	Ridgefield	50
4-24	District Contest	Hobart, Ind.	Hardee Allen	Hobart	49.6
4- 9	District Contest	Roundup, Mont.	Rosalie Martine	Harlowtown	48
4- 3	District Scholarship	Havre, Mont.	Lucile Bartlett	Chester	46
4-10	Custer County District	Miles City, Mont.	Tony Price	Sumatra	45.7
4- 8	Clark-Skamania	Camas, Wash	Elizabeth Kannberg	Stevenson	45.2
4- 9	District Contest	Roundup, Mont.	Fern Crothers		45
4- 8	Clark-Skamania	Camas, Wash.	Mabel Fosse	Stevenson	40.6
4-10	Custer County District	Miles City, Mont.	Elva Anderson	Forsyth	36.2
4- 3	District Scholarship	Havre, Mont.	Margaret Lamey	Havre	32
	May				
5- 1	Seventh Annual California State School	Los Angeles-Sacramento	Pacita M. McKillop	Selma Union	80
5- 1	Seventh Annual California State School	Los Angeles-Sacramento	Cecelia C. Maddox	Hemet	76
5- 1	Seventh Annual California State School	Los Angeles-Sacramento	Doris Cleveland	Selma Union	75
5- 8	Wisconsin State	Whitewater	Imogene Miller	Hudson	74.2
5-15	Illinois State	Normal	Dorothy Chatteron	Wheaton	73.92
5- 8	Wisconsin State	Whitewater	Alice Staltenberg	Manitowoc	73.9
5- 8	Wisconsin State	Whitewater	Vera Quirt	Peshtigo	73.2
5- 8	Wisconsin State Vocational School	Whitewater	Mary Blaszczyk	Milwaukee Vocational	72.8
5-21	West Suburban League	Des Plaines, Ill.	Charles Hamilton	Glenbard, Glen Ellyn	72.8
5- 8	Wisconsin State Vocational School	Whitewater	Eleanora Mitchke	Milwaukee Vocational	72.7
5-15	Illinois State	Normal	Gladys Beal	Hillsboro	72.27
5-15	Illinois State	Normal	Nathalie McChesney	Glenbard, Glen Ellyn	71.26
5- 8	Wisconsin State Vocational School	Whitewater	Elizabeth Kancian	Racine Vocational	66.5
5-14	Michigan State	Kalamazoo	Ada Yoffee	Marshall	66.19
5-21	Northwest Conference	Arlington Heights, Ill.	Nora Schering	Palatine	65.82
5-21	Northwest Conference	Arlington Heights, Ill.	Dorothy Bruhns	Palatine	65.76
5- 8	Northern Illinois High School Conference		Dorothy Chapman	East Aurora	65.5
5-13	State Contest	San Juan, Porto Rico	Rafael Quinones	Ponce	65
5- 1	District Contest	Crystal Lake, Ill.	Warren Colby	Crystal Lake	64.8
5-14	Michigan State	Kalamazoo	Jean Odgers	Iron River	64.63
5- 8	Penobscot County	Bangor, Maine	Carl Delano	Bangor	64.5
5-14	Michigan State	Kalamazoo	Pauline Lempke	Petoskey	64.28
5-21	Northwest Conference	Arlington Heights, Ill.	Lucille Martens	Barrington	64.16
5- 6	Oklahoma State Interscholastic	Stillwater	Wm. Howard Ely	Ponca City	64
5-21	West Suburban League	Des Plaines, Ill.	Evelyn Larson	Hinsdale	64.0
5- 6	Oklahoma State Interscholastic	Stillwater	Thelma Dixon	Ponca City	63
5- 6	Oklahoma State Interscholastic	Stillwater	Galen Grimma	Ponca City	63
5- 7	Utah Typewriting	Agricultural College, Logan	Francis O. Robinson	Logan	63
5-21	West Suburban League	Des Plaines, Ill.	Evelyn Dean	Maine	61.0
5- 1	District Contest	DeKalb, Ill.	Elizabeth Luhtala	DeKalb	60.1
5- 1	Third Annual State	Bowling Green, Ohio	Gail Bass	Central, Findlay	59.7
5- 1	Third Annual State	Bowling Green, Ohio	Marie Krebs	St. Mary, Dayton	59.1
5- 8	Illinois Valley District		Ella Peterson	Morris	59
5-13	State Contest	San Juan, Porto Rico	Juan Saures	San Juan	59
5- 1	District Contest	Crystal Lake, Ill.	Nora Schering	Palatine	58.4
5- 1	District Contest	Crystal Lake, Ill.	Lowell Zimmerman	Harvard	57.8
5- 8	Penobscot County	Bangor, Maine	Verna Jennings	Bangor	57.4
5-22	Northern Illinois High School Conference	DeKalb, Ill.	Dagmar Ahlgren	Rockford	57.2

Date	Event	Place	Name	High School	Net Words a Minute
5- 1	Oxford County	Norway, Maine	Evelyn P. Gilman	Norway	57
5-13	State Contest	San Juan, Porto Rico	Jose Ramirez	Guayama	57
5- 8	Illinois Valley District		Frances Frolsy	Morris	56
5- 1	Third Annual State	Bowling Green, Ohio	Anna Madsay	West High, Akron	56
5-22	Northern Illinois High School Conference	DeKalb, Ill.	Aila Kivinera	DeKalb	55.9
5-22	Plymouth County	Brockton, Mass.	Helen Mallory	Marshfield	56
5- 8	Cumberland County	Portland, Maine	Elsie Emery	Deering, Portland	55
5- 8	Illinois Valley District		Rose Goldstein	Morris	55
5- 7	Southeast Texas	Beaumont	Mary Terry	Sour Lake	55
5-22	Plymouth County	Brockton, Mass.	Doris Broman	West Bridgewater	54
5- 7	Southeast Texas	Beaumont	Carol Lee York	Nederland	54
5- 1	District Contest	DeKalb, Ill.	Aila Kivinera	DeKalb	53.4
5-22	Plymouth County	Brockton, Mass.	Hildreth King	West Bridgewater	52
5- 7	Southeast Texas	Beaumont	Irez Getaz	Sour Lake	52
5-22	Plymouth County	Brockton, Mass.	Helen Douglas	Abington	51
5- 7	Utah Typewriting	Agricultural College, Logan	Virgil A. Young	Cyprus	51
5- 1	Alabama State	Montevallo	Hilda Rice	Phillips, Birmingham	50.9
5- 8	Penobscot County	Bangor, Maine	Katherine Scherer	Bangor	50.9
5- 1	Alabama State	Montevallo	Mary E. Watkins	Ensley, Birmingham	50.2
5- 1	Oxford County	Norway, Maine	Lena Mae Davis	South Paris	50
5- 1	Oxford County	Norway, Maine	Ethel L. Hall	Fryeburg Academy	50
5- 7	Utah Typewriting	Agricultural College, Logan	Blanche Nelson	Ogden	50
5- 8	Cumberland County	Portland, Maine	Marion Ek	Portland	48
5- 1	Alabama State	Montevallo	Rose Prince	Mobile	47
5-14	Fergus County Public School Union	Lewistown, Mont.	Olivia G. Estes	Moore	46
5-22	Plymouth County	Brockton, Mass.	Velma Taylor	Marshfield	46
5- 1	District Contest	DeKalb, Ill.	Ruby Warrick	Belvidere	45.18
5- 1	Cumberland County	Portland, Maine	Christine Davis	Freeport	45
5-22	Plymouth County	Brockton, Mass.	Esther Manaker	Whitman	45
5-22	District Contest	Las Vegas, Nev.	Mattie Davis	Las Vegas	$37\frac{4}{5}$
	June				
6- 5	State Contest	Elizabeth, N. J.	Helen Kurash	Irvington	$73\frac{11}{15}$
6- 5	State Contest	Elizabeth, N. J.	Frances Kay	Moorestown	$65\frac{7}{15}$
6- 5	State Contest	Elizabeth, N. J.	Hugh Randolph	Plainfield	$63\frac{4}{15}$
6- 5	Second Annual Essex County	Salem Normal School, Mass.	Grace Campbell	Saugus	62
6-15	Second Annual Essex County	Salem Normal School, Mass.	Florence E. Scott	Marblehead	54
6- 5	Second Annual Essex County	Salem Normal School, Mass.	Barbara Witter	Swampscott	51

Group Six

Private School Events—Advanced Classes

Date	Event	Place	Name	School	Net Words a Minute
3- 6	Connecticut Business Educators' Association	Hartford	Neda Cavadini	Stone Business College, New Haven	77
7-15	1926 Gregg Schools Final Tests	Finsbury Park, London, England	Jennie Keys	Dublin, Ireland	74.8
3- 6	Connecticut Business Educators' Association	Hartford	John DeCarlo	Pequod Business College, Meriden	74
3- 6	Connecticut Business Educators' Association	Hartford	Catherine E. Moran	Laurel Business College, Meriden	72
7-15	1926 Gregg Schools Final Tests	Finsbury Park, London, England	Winifred Allday	Ealing	69.5
7-15	1926 Gregg Schools Final Tests	Finsbury Park, London, England	Irene Payna	Brighton	64.6

Group Seven

Winners of first, second, and third places in the "Free-for-all" events, variously reported as "Amateur," "Unlimited," etc.

In some of these events students participated who had less than 400 hours of instruction

Date	Event	Place	Name	High School	Net Words a Minute
3- 6	Connecticut Business Educators' Association	Hartford	Nancy Doane	New Britain	87
4-24	Eighth Annual Sacramento Valley	Sacramento, Calif.	Ruth Thompson	Sutter Creek	83
5- 6	Oklahoma State Interscholastic	Stillwater	Mildred Maroney	A. & M. College	78
5-28	Twin City Contest	Kitchener, Ont.	Leone Zinger	.....	76.5
4-24	Eighth Annual Sacramento Valley	Sacramento, Calif.	Elinor Murray	Fairfield	76
5-14	Michigan State	Kalamazoo	Dolores Christensen	Iron River	75.28
5- 1	Third Annual State	Bowling Green, Ohio	Helen Johnson	West Commerce, Cleveland	74.1
4-24	District Contest	Tombstone, Ariz.	Beatrice Gonzalez	Tucson	74
3- 6	Connecticut Business Educators' Association	Hartford	Irene L. Herre	New Britain	74
5-15	Illinois State	Normal	Dorothy Chatterton	Wheaton	73.92
5- 8	Penobscot County	Bangor, Maine	Sybil Beatham	Stearns, Millinocket	72.8
5- 8	Penobscot County	Bangor, Maine	Laura P. Sibley	Old Town	72.8
5-15	Illinois State	Normal	Gladys Beal	Hillsboro	72.27
4-30	District Contest	Twin Falls, Idaho	Virginia Black	Buhl	72
5- 6	Oklahoma State Interscholastic	Stillwater	Virginia Waterhouse	Ponca City	72
5- 6	Oklahoma State Interscholastic	Stillwater	Iola Frances Bond	Tulsa	71.6
5-15	Illinois State	Normal	Nathalie McChesney	Glenbard, Glen Ellyn	71.26
4-24	Eighth Sacramento Valley	Sacramento, Calif.	Truman Ajax	Elk Grove	71
4-24	Southern California Commercial	Santa Monica	Dean Wooldridge	San Bernardino	71
3-26	Utah State Commercial	Brigham Young University	Max C. Bee	Provo	70
3-26	Utah State Commercial	Brigham Young University	Vergil A. Young	Cyprus	70
4-24	Southern California Commercial	Santa Monica	Doris L. Brown	Inglewood	69
4-30	District Contest	Twin Falls, Idaho	Eleanor O'Conor	Pocatello Tech.	69
4-24	Southern California Commercial	Santa Monica	Fanchen Loh	Los Angeles Polytechnic	68
4-24	District Contest	Tombstone, Ariz.	Helen Prensky	Tucson	68
5- 1	Third Annual State	Bowling Green, Ohio	Helen Apple	Cleveland Heights	67.9
4-30	District Contest	Twin Falls, Idaho	Anna Maud Bremmer	Kimberly	67
5- 1	District Contest	Crystal Lake, Ill.	Esther Bruhns	Palatine	66.2
3- 6	Connecticut Business Educators' Association	Hartford	Lillian Schrodel	New Britain	66
5- 1	Third Annual State	Bowling Green, Ohio	Rose Marie Novy	Longwood Commerce, Cleveland	65.5
5-14	Michigan State	Kalamazoo	Nina Godfrey	Mt. Clemens	65.40
3-26	Utah State Commercial	Brigham Young University	Dorothy Clark	Richfield	64
5-14	Michigan State	Kalamazoo	Inez Olsen	Iron River	62.91
4-24	District Contest	Tombstone, Ariz.	Ernest Mariscal	Tucson	62
3-26	Southern Illinois	Carbondale	Marguerite Paskier	Johnson City	60.33
5-28	Twin City Contest	Kitchener, Ont.	Florence Muldoon	.....	60.3
5- 8	Penobscot County	Bangor, Maine	Marion Lord	Bangor	59.7
5- 1	District Contest	Crystal Lake, Ill.	Nora Schering	Palatine	58.4
6- 5	Second Annual Essex County	State Normal, Salem, Mass.	Evelyn A. Towle	Haverhill	58
3-26	Southern Illinois	Carbondale, Ill.	Eva Gardner	Johnson City	57.93
5- 1	District Contest	Crystal Lake, Ill.	Lowell Zimmerman	Harvard	57.8
3-26	Southern Illinois	Carbondale, Ill.	Flo McDonald	Marion	57.52
6- 5	Second Annual Essex County	State Normal, Salem, Mass.	Margaret Anderson	Gloucester	57
5- 7	Utah Typewriting	Agricultural College, Logan	Darrell W. Crockett	Logan	57
5- 7	Utah Typewriting	Agricultural College, Logan	Merlin Shipley	Preston	57
5- 8	Cumberland County	Portland, Maine	Cora Larravee	Westbrook	56
5-22	Second Annual Essex County	State Normal, Salem, Mass.	Dora Richer	Haverhill	52
5- 8	Cumberland County	Portland, Maine	Thelma Whalen	Westbrook	51
5- 7	Utah Typewriting	Agricultural College, Logan	Mary Cragum	Ogden	50
4- 8	Clark-Skamania	Camas, Wash.	Dorothy Harris	Stevenson	49.6
5-28	Twin City Contest	Kitchener, Ont.	Grace Muldoon	.....	48.3
5- 8	Cumberland County	Portland, Maine	Edgareta Littlefield	Deering	48
5- 1	Alabama State	Montevallo	Edward Goodman	Phillips	43.0
4- 8	Clark-Skamania	Camas, Wash.	Mae Franz	Stevenson	40.8
4- 8	Clark-Skamania	Camas, Wash.	Helen Glasgo	Camas	40.1
5- 1	Alabama State Typewriting	Montevallo	Lillie Evans	Bessemer	34.0

Condensed Report of Miscellaneous Contests

Because of Organization, Method of Grading, Test Material Used, etc., these Contests could not be included in the General Summaries

Arizona

State Contest in Commercial Subjects

Teachers' College, Tempe, April 23, 1926

Elementary Shorthand—Rate of speed not given

Name	High School	Percent Accuracy	System
Marion Moore	Jerome	93.5	Gregg
Verna Ware	Jerome	92.5	Gregg
Dorothy Roades	Phoenix	91.5	Gregg

Advanced Shorthand—Rate of speed not given

Edna Wolf	Phoenix	96.5	Gregg
Thelma Butler	Phoenix	96.5	Gregg
Charlotte Lockwood	Phoenix	92.5	Gregg

British Isles

National Gregg Shorthand Junior Championship

London, England, July 15, 1926

Open to writers of Gregg Shorthand with not more than five years' experience. Rules governing this contest are equivalent to the N. S. R. A. Rules in the United States.

160 Words a Minute—Five Minutes' Dictation—Literary Matter

Name	City	Percent Accuracy	System
Peggie Gibbons	Birmingham, England	99.5	Gregg
Irene Jones	Liverpool, England	99.1	Gregg
Eileen C. Clements	Belfast, Ireland	98.1	Gregg
Isabel M. Donald	Aberdeen, Scotland	97.9	Gregg

National Interschools Championship of the Gregg Schools, Ltd.

London, England, July 15, 1926

120 Words a Minute—Seven Minutes' Dictation—Literary Matter

Name	School	Percent Accuracy	System
Marjory Butler	The Gregg School, York, England	99.76	Gregg
Ruby Herd	The Gregg School, Newcastle, England	99.04	Gregg
Murial A. Bailey	The Gregg School, Hull, England	98.33	Gregg

The Gregg Schools, Ltd., is a chain of 32 private business schools, situated in the largest towns and cities in the British Isles. The percentages given above are based on correction of papers according to the N. S. R. A. Rules used in the United States. The actual correction was based on the practice of the Royal Society of Arts (British) examiners in judging the R. S. A. shorthand examinations, and includes deductions for every type of error, including spelling, punctuation, etc. The stricter marking does not reduce the given percentages more than 48/100 of one per cent in any case; the winner not at all.

Connecticut

Connecticut Business Educators' Association Contest

Hartford, March 6, 1926

Name	High School	Number of Errors	System
80 word-a-minute dictation			
Marion Fieber	New Britain	1	Gregg
Edith Wootten	East Hartford	2	Gregg
Ruth Ellis	Wethersfield	3	Gregg
100 word-a-minute dictation			
Gertrude Riordan	Derby	7	Gregg
Mary Quirk	New Haven	18	Isaac Pitman
Marion Fieber	New Britain	18	Gregg
120 word-a-minute dictation			
Gertrude Riordan	Derby	33	Gregg
Dorothy Drabkin	New Haven	45	Isaac Pitman
Mary Quirk	New Haven	49	Isaac Pitman

Name	Business School	Number of Errors	System
80 word-a-minute dictation			
Evelyn Clark	Post Business School, Waterbury	1	Gregg
Virginia LaClair	Merchants & Bankers, Hartford	1	Gregg
Henrietta Bremer	Post Business School, Waterbury	2	Gregg
100 word-a-minute dictation			
Virginia LaClair	Merchants and Bankers, Hartford	6	Gregg
Doris Nichol	Stone Business School, New Haven	28	Isaac Pitman
Evelyn Clark	Post Business School, Waterbury	32	Gregg
120 word-a-minute dictation			
Virginia LaClair	Merchants and Bankers, Hartford	13	Gregg

Idaho

Southeast Idaho Commercial Contest

Pocatello, April 23, 1926

Name	High School	Percent Accuracy	System
Shorthand I—60 word-a-minute dictation			
Margaret Patton	St. Anthony	100	Gregg
Veda Higgison	Pocatello	99.75	Gregg
Bernice Thompson	Pocatello	99.60	Gregg
Shorthand II—100 word-a-minute dictation			
Marie Kunter	Idaho Falls	99.25	Gregg
Lena Kruge	American Falls	98	Gregg
Ellen Ellsworth	Idaho Falls	97.40	Gregg

South Central Idaho District Contest

Filer, April, 1926

Shorthand I—60 word-a-minute dictation			
Nadine Tillery	Buhl	99⅓	Gregg
Mercedes Barbozet	Filer	98⅚	Gregg
Helen Barns	Twin Falls	95⅓	Gregg
Shorthand II—90 word-a-minute dictation			
Laura Clark	Filer	98.40	Gregg
Eleanor Kinney	Burlig	97.50	Gregg
Fern Glick	Filer	97.30	Gregg

Team Winners

Filer	22 points
Gooding	13 points
Buhl	12 points

Illinois

District Contests

DeKalb and Crystal Lake, May 1, 1926

Name	High School	Percent Accuracy	System
60 word-a-minute dictation			
Esther Bruhns	Palatine	98.5	Gregg
Bessie Johnson	Crystal Lake	98	Gregg
Helen Paaske	Hebron	96	Gregg
80 word-a-minute dictation			
Ruth Voorhees	Harvard	97	Gregg
Evelyn Trumble	Dundee	95	Gregg
Martha Hutchinson	Harvard	94 2/3	Gregg
100 word-a-minute dictation			
Ruth Voorhees	Harvard	80 1/3	Gregg
Lyle Pennington	Harvard	78 1/3	Gregg
Martha Hutchinson	Harvard	77 1/3	Gregg

Illinois Valley District Contest

May 8, 1926

Name	High School	Percent Accuracy	System
Beginning Shorthand—60 word-a-minute dictation (240 words dictated)			
Frances Smith	Morris	100	Gregg
Evelyn Johnson	Morris	99 1/3	Gregg
Marie Faletti	Marseilles	98 1/3	Gregg
Advanced Shorthand—80 word-a-minute dictation (300 words dictated)			
Henrietta Levine	LaSalle-Peru	99 1/3	Gregg
Evelyn Outman	Marseilles	97 1/3	Gregg
Ethel Gumm	Marseilles	97	Gregg
Advanced Dictation—100 word-a-minute dictation (300 words dictated)			
Henrietta Levine	LaSalle-Peru	95	Gregg
Ethel Gumm	Marseilles	92	Gregg
Alice McCormack	Marseilles	87 1/3	Gregg

Southern Illinois Contest

(34 Counties)

Carbondale, March 26, 1926

Name	High School	Percent Accuracy	System
60 word-a-minute dictation (Not more than 200 instruction hours) 300 words dictated			
Russell McDowell	Harrisburg	95.5	Gregg
Alice Smith	Eldorado	94.5	Gregg
Imogene Ward	Marion	92.5	Gregg
Team Winners			
Harrisburg High School	Team Average	94.9	Gregg
Marion High School	Team Average	86.5	Gregg
Centralia High School	Team Average	84.75	Gregg
80 word-a-minute dictation (400 instruction hours) 300 words dictated			
Yolanda David	Belleville	95.33	Gregg
Helen Ryann	Centralia	94.67	Gregg
Crissie Thornton	Carbondale	94	Gregg
Team Winners			
Centralia High School	Team Average	91.58	Gregg
Johnson City High School	Team Average	90.44	Gregg
Harrisburg High School	Team Average	88.17	Gregg

Name	High School	Percent Accuracy	System
100 word-a-minute dictation (400 instruction hours) 300 words dictated			
Eva Gardner	Johnson City	93.67	Gregg
Crissie Thornton	Carbondale	89.67	Gregg
Kenneth Akin	Harrisburg	79.67	Gregg
Team Winners			
Harrisburg High School	Team Average	79.67	Gregg
	(Winner of Gregg Cup)		
Centralia High School	Team Average	76.22	Gregg
West Frankfort High School	Team Average	69	Gregg

Illinois State Contest

Normal, May 15, 1926

Name	High School	Percent Accuracy	System
60 word-a-minute dictation			
Alice Smith	Eldorado	98	Gregg
Russell McDowell	Harrisburg	98	Gregg
Frances Okell	Bloomington	98	Gregg
Team Winners			
Harrisburg High School	Team Average	96.37	Gregg
Hillsboro High School	Team Average	95.62	Hyenga
Peoria Manual Training High School	Team Average	95.37	Gregg
80 word-a-minute dictation			
Vivian Bishop	Staunton	99	Gregg
Gertrude Dieter	Dwight	98.66	Gregg
Nathalie McChesney	Glenbard Township High School, Glen Ellyn	98.33	Gregg
Team Winners			
Carlinville High School	Team Average	96.16	Gregg
Kankakee High School	Team Average	95.61	Gregg
Marseilles High School	Team Average	95.50	Gregg
100 word-a-minute dictation			
Gertrude Dieter	Dwight	99.33	Gregg
El. Pleticka	Riverside	99	Gregg
Leroy Viano	Gillespie	99	Gregg
Team Winners			
Riverside High School	Team Average	98.11	Gregg
Harrisburg	Team Average	97.00	Gregg
Peoria Manual Training	Team Average	95.9	Gregg

Indiana

District Contest

Elkhart, April 24, 1926

Name	High School	Percent Accuracy	System
Beginning Shorthand			
Mildred Patterson	Goshen	99.23	Gregg
Mabel Whitlock	Elkhart	97.69	Gregg
Joy Beissel	Elkhart	96.9	Gregg
Team Winners			
Goshen	Team Average	97.9	Gregg
Elkhart	Team Average	96.5	Gregg
LaPorte	Team Average	96	Gregg
Advanced Shorthand			
Marjorie Shiettler	La Porte	99.4	Gregg
Florence Anderson	South Bend	97.1	Gregg
Lee Etta McBride	Goshen	96.5	Gregg

High School		Percent Accuracy	System
Team Winners			
La Porte	Team Average	93.6	Gregg
Goshen	Team Average	91.9	Gregg
Elkhart	Team Average	90.5	Gregg

District Contest

Evansville, May, 1926

Name	High School	Number of Errors	System
Shorthand B			
E. M. Metzger	Central, Evansville	2	Gregg
M. Korbel	Reitz, Evansville	3	Gregg
H. Morgan	Central, Evansville	4	Gregg
A. Westfall	Central, Evansville	4	Gregg
Shorthand A			
M. Edmondson	Central, Evansville	0	Gregg
E. Metcalf	Bosse, Evansville	1	Gregg
V. Sharp	Reitz, Evansville	3	Gregg

Iowa

State Contest

Des Moines, May 15, 1926

Name	High School	Percent Accuracy	Final Grade	System
Novice Class, 60 word-a-minute dictation				
Esther Darmer	Perry	90	92.5	Gregg
Mary Wheat	New Hampton	76	85.2	Gregg
Matilda Gerken	Fort Dodge	67	80	Gregg
Novice Class, 80 word-a-minute dictation				
Elmer Berglund	Perry	89	94.50	Gregg
Margaret Jensen	Council Bluffs (A. L.)	78	89	Gregg
Toby Katelman	Council Bluffs (A. L.)	65	80.25	Gregg
Team Winners				
Esther Darmer	Perry		92.50	
Elmer Berglund	Perry		94.50	Team 88.17
Nellie Black	Perry		77.50	
Dorothy Morgal	Abraham Lincoln, Council Bluffs		71.00	
Margaret Jensen	Abraham Lincoln, Council Bluffs		89.00	Team 81.25
Toby Katelman	Abraham Lincoln, Council Bluffs		83.75	
Geraldine Brady	New Hampton		73.75	
Marjorie Mitchell	New Hampton		75.25	Team 78.07
Mary Wheat	New Hampton		85.20	
Amateur Class, 80 word-a-minute dictation				
Mildred McCrory	Perry	94	94	Gregg
Mary Sisco	Burlington	94	93	Gregg
Mary Hart	Clarion	87	91	Gregg
Amateur Class, 100 word-a-minute dictation				
Fern Van Etten	Independence	87	93.5	Gregg
Orpha Wilsoxson	Council Bluffs (A. L.)	84	92	Gregg
Leone Barker	Clarion	81	90.25	Gregg
Team Winners				
Mary Sisco	Burlington		93.00	
Louise Ross	Burlington		87.00	Team 86.40
Mildred Dehn	Burlington		79.20	
Mary Hart	Clarion		91.00	
Leone Barker	Clarion		90.25	Team 85.17
Daisy Lesher	Clarion		74.25	

Name	High School	Final Grade	
Orpha Wilsoxson	Abraham Lincoln, Council Bluffs	92.00	
Edith Bucknam	Abraham Lincoln, Council Bluffs	82.00	Team 84.75
Zella Staley	Abraham Lincoln, Council Bluffs	80.25	

In the Iowa Contest grades are determined by the speed of the dictation, number of errors made in the transcripts, and the time required for transcription.

Nebraska

Sixth District Contest

Chadron, March 26, 1926

Name	High School	Number of Errors	System
65 word-a-minute dictation (All students started study of shorthand September 1, 1925)			
Falba Cole	Alliance	3	Gregg
Lucille Dickenson	Alliance	10	Gregg
Dorothy Ballengee	Crawford	14	Gregg
80 word-a-minute dictation			
Marjorie Whitnack	Alliance	5	Gregg

Team Winners

1. Alliance 2. Harrison 3. Chadron Preparatory

New Jersey

State Contest

Elizabeth, June 5, 1926

Name	High School	Rank	System
80 word-a-minute dictation			
J. Clifford Welsh	Irvington	1	Gregg
Margery McCarthy	Union Hill	2	Gregg
Hilma Hagman	Roselle Park	3	Gregg
100 word-a-minute dictation			
Marthe Franz	Battin, Elizabeth	1	Gregg
Ruth Johansen	Trenton	2	Graham
Beatrice Riordan	Red Bank	3	Gregg
120 word-a-minute dictation			
Marjorie L. Braune	Trenton	1	Graham
M. James Stevens	Battin, Elizabeth	2	Gregg

New York

New York City Gregg Shorthand Teachers' Association

Annual Shorthand Contest

New York City, May 22, 1926

Name	School	Percent Accuracy	System
80 word-a-minute dictation (Not more than 400 hours' instruction) 400 words			
Mary Howard	East Orange (N. J.) High School	100.00	Gregg
Katharyn E. Smith	Katharine Gibbs School, New York City	100.00	Gregg
Margery McCarthy	Union Hill High School, Union City, N. J.	100.00	Gregg
100 word-a-minute dictation (free for all)—500 words			
Rubin Eder	High School of Commerce, New York City	100.00	Gregg
Clara Cooperman	503 W. 177th Street, New York City	100.00	Gregg
Walter Greenfield	High School of Commerce, New York City	100.00	Gregg

Silver loving cup awarded to Katharine Gibbs School, New York City, for submitting the greatest number (eleven) of perfect transcripts at 80 words a minute.

Ohio

Third Annual State Contest

Bowling Green, May 1, 1926

Name	High School	Percent Accuracy on Combined Tests	System
Novice Class—two-minute dictations at 50, 60 and 70 words a minute			
Lucille Koepke	West Commerce, Cleveland	100.0	Gregg
Helen Brabenec	West Commerce, Cleveland	98.9	Gregg
Ethel Blum	Roosevelt, Dayton	98.8	Gregg
Amateur Class—two-minute dictations at 80, 90 and 100 words a minute			
Eleanor Davis	West Commerce, Cleveland	100.0	Gregg
Mabel E. Bish	Wauseon	100.0	Gregg
Sylvia Cartmell	East Technical, Cleveland	100.0	Gregg
Championship Class—two-minute dictations at 110, 115 and 120 words a minute			
Eleanor Habenstein	West Commerce, Cleveland	98.9	Gregg
Marguerite Volz	Roosevelt, Dayton	97.4	Gregg
Margaret Gramm	West Commerce, Cleveland	97.3	Gregg

Northeastern Ohio Teachers' Association Shorthand Contest

Cleveland, October 29, 1926

Name	School	Percent Accuracy	System
Novice Class—80 words a minute dictation—400 words			
Ruth Hanzel	South High School, Cleveland	100.0	Gregg
Anna Horvath	West Commerce, Cleveland	100.0	Gregg
Caroline Brandt	West Commerce, Cleveland	100.0	Gregg
Helen Brabenec	West Commerce, Cleveland	99.75	Gregg
Lillian Melchior	West Commerce, Cleveland	99.75	Gregg
Gertrude Gottsegen	Glenville, Cleveland	99.50	Gregg
Sylvia Palm	West Commerce, Cleveland	99.50	Gregg
Betty Ward	South, Cleveland	99.50	Gregg
Cup won by Cleveland West Commerce High School			
Amateur Class—100 word-a-minute dictation—500 words			
Vivian Coffey	West Commerce High School	99.8	Gregg
Mildred Hurly	John Adams High School	99.6	Gregg
Bernice Goetz	West Commerce High School	99.6	Gregg
Esther Ross	West Commerce High School	99.4	Gregg
Cup won by Cleveland West Commerce High School			
Championship Class—120 word-a-minute dictation—600 words			
Lucille Koepke	West Commerce High School	97.8	Gregg
Margaret Gramm	West Commerce High School	94.5	Gregg
Winifred Larkworthy	West Commerce High School	91.7	Gregg
Cup won by Cleveland West Commerce High School			
Private School Class—100 word-a-minute dictation—500 words			
Ruth Evelyn Ponting	Metropolitan Business College	99.4	Gregg
Dorothy Kovarik	Metropolitan Business College	99.0	Gregg
Mary Pollak	Metropolitan Business College	96.8	Gregg
Cup won by Metropolitan Business College, Cleveland			

Northeastern Ohio Teachers' Association Typewriting Contest

Cleveland, Ohio, October 29

Inasmuch as this contest was held in October while all other contests were held in the spring, a special report is being made of the event. The winners of first, second, and third places in each event are as follows:

Novice Class

Open to students who did not begin the study of typewriting (whether in Junior High School or elsewhere) prior to September 1, 1925

Name	School	Net Words a Minute
Lucille Koepke	West Commerce High	63
Virginia Dick	Cleveland Heights	61
Emma Grezter	West Commerce High	55

Cup was won by West Commerce High School, Cleveland

Amateur Class

Open to students who did not begin the study of typewriting (whether in Junior High School or elsewhere) prior to September 1, 1924

Viola Konrad	West Commerce High	67
Grace Alford	Cleveland Heights	54
Julius Previts	West Commerce High	53

Cup was won by West Commerce High School, Cleveland

School Championship Class

Open to students who began typewriting either before or after September 1, 1924, and who were regularly enrolled during the spring of 1926

Helen Johnson	West Commerce High	77
Helen Apple	Cleveland Heights	70
Sarah Mindel	Glenville	67
Donetta Boccia	West Commerce High	67

Cup was won by West Commerce High School, Cleveland

Junior High School Class

Open to students who did not begin typewriting prior to September 1, 1925

Anna Yanowsky	Kennard	38
Sylvia Hill	Thomas Jefferson	34
Rose Gross	Kennard	31
Mary Kalinsky	Kennard	31

Cup was won by Kennard Junior High School, Cleveland

Parochial School Class

Open to students who did not begin typewriting prior to September 1, 1925

Dorothy Marie Keller	Our Lady of Good Counsel	68
Clara Stampfl	Our Lady of Good Counsel	61
Margaret Hackman	Our Lady of Good Counsel	42

Cup was won by Our Lady of Good Counsel School, Cleveland

Private School Class

Open to students who did not begin typewriting prior to September 1, 1925

Julia Repitsky	Metropolitan Business College	68
Dorothy Kovarik	Metropolitan Business College	66
Margaret Matis	Metropolitan Business College	66
Lillian Tomasch	Metropolitan Business College	65

Cup was won by the Metropolitan Business College, Cleveland

One-Minute Championship

Open to All

Won by Helen Apple, Cleveland Heights High School. Miss Apple wrote 98 words in one minute without error.

Pennsylvania

District Contest

Latrobe, May 24, 1926

Rates of speed and grades not reported

NAME	HIGH SCHOOL	SYSTEM
Shorthand I		
Dorothy Baker	Greensburg	Gregg
Mildred Sowell	Greensburg	Gregg
Dorothy Wright	Latrobe	Gregg
Shorthand II		
Helen Yost	Norwin, Irwin	Gregg
Carolyn Sweeney	Latrobe	Gregg
Fannie Saxen	Latrobe	Gregg
Shorthand Free-for-All		
Carolyn Sweeney	Latrobe	Gregg
Mollie Rabinovitz	Jeanette	Gregg
Lois Wilson	Latrobe	Gregg

Texas

Southeast Texas High School Contest

Beaumont, May 7, 1926

NAME	HIGH SCHOOL	SYSTEM
First year shorthand (rate of speed and grades not reported)		
Mary Isaacks	Sour Lake	Gregg
Thelma Johnson	Beaumont	Gregg
Willie Mae Lowry	Sour Lake	Gregg
Team Winner		
Sour Lake		

Standard Gregg Tests and National Shorthand Reporters' Association Rules

AS an aid to further standardization, The Gregg Publishing Company will furnish suitable contest material, in printed form, to all contest committees who may wish to make use of this service. Standardized tests have been prepared as follows:

1. Material—Average literary matter.
2. Length of tests—Five minutes.
3. Rates of speed—60, 70, 80, 90, 100, 110, and 120 words a minute.
4. Rules for rating—Rules governing the National Shorthand Reporters' Association Speed Contest.

These standardized tests, put up in sealed envelopes, may be obtained by any contest committee upon application to any of our offices, located at New York, Chicago, Boston, and San Francisco. Two sets of the tests are provided—one set to be used in local, county, district, or elimination contests, and a second set to be used for state or final contests.

A copy of the rules for rating and a special form of report blank will accompany each set of tests.

Published Reports

As a basis for comparative study, all shorthand and typewriting reports for the year 1927 will be published in the *American Shorthand Teacher* for December, 1927.

Rules for Making Reports

If the contests are to be reported in the *American Shorthand Teacher,* reports should be made on the special report blanks prepared for this purpose. Separate blanks are provided for shorthand and typewriting contests. Owing to the great number of contests each year, the *American Shorthand Teacher* must limit its report to a summary of each event, the summary to include the names of the winners of first, second, and third places.

N. S. R. A. Rules for Correcting Shorthand Contest Transcripts

1. One error shall be marked for the omission, insertion, or transposition of a word.

2. An error in spelling or typewriting shall not be charged against the contestant.

3. Hyphened compound words shall be considered as two words or more, as the case may be. A mistake on one word of the compound shall constitute only one error.

4. Figures are counted as they would be read—"38" is counted as two words. A mistake on one of the figures, therefore, shall constitute but one error. "1923" (nineteen hundred twenty-three) is counted as four words. The writing of "1922" for "1923" should be one error only. The writing of "1823" for "1923" should be similarly, one error. The writing of "1819" for "1923" should be three errors; and if every figure were wrong in the date, four errors should be charged.

5. Errors are not charged both for the transcribing of wrong words and for the insertion of others on the same construction. For instance, the checker should count the number of words incorrectly transcribed and that will be the total of errors on that construction; but if the number of incorrect words the student transcribes on a particular construction exceeds the number of those he should have transcribed, *he is charged always with the greater number.* For instance, if he wrote "Secretary of State" for "the State," he should be charged two errors. It will be seen that he has properly transcribed "state," the only errors being the transcription of "secretary of" for "the," and he is charged with the greater number, which is two. Similarly, if in a wrong transcription the words he supplies are less than the copy, he is charged with the greater number. Care should be exercised in not charging him for a word correctly transcribed, although words on either side of it may be subject to error.

6. Time allowed for transcribing should be:

60 words a minute—45 minutes
70 words a minute—45 minutes
80 words a minute—45 minutes
90 words a minute—55 minutes
100 words a minute—1 hour
110 words a minute—1 hour
120 words a minute—1 hour

7. Ninety-five per cent accuracy shall be considered qualifying. Transcripts with more than 5 per cent of errors shall be disqualified. The maximum number of errors allowed to each "take" are as follows:

60 words a minute—15 errors
70 words a minute—17 errors
80 words a minute—20 errors
90 words a minute—23 errors
100 words a minute—25 errors
110 words a minute—27 errors
120 words a minute—30 errors

Extremely Important

8. *The percentage of accuracy is found by subtracting the number of errors in the transcript from the total number of words dictated and dividing the remainder by the total number of words dictated. For instance: If in a 5-minute test at 100 words a minute (500 words) a contestant makes 5 errors, his percentage of accuracy is 99%.*

DICTATION MATERIAL

to Shorthand Plates in *The* GREGG WRITER

The Comma Hound

By Charles Divine

"New paragraph. As regards salesmanship comma in our opinion comma salesmen should be ambassadors of service comma rather than sellers[20] of something period."

Reed Davis paused, cast a perturbed glance as far as the carefully deployed trays on his desk[40]—but no farther, for Muriel sat beyond with her pad poised on her knee—and got up and paced to[60] the window looking down on the Court House Square.

"You are really comma according to the viewpoint of modern salesmanship[80] comma—"

Again he paused, and Muriel Pittsley, seeing only the back of his thin, dark head, soft white collar, and[100] well-fitting Norfolk jacket, which clung to his tall figure so snugly that she could discern the impression of his[120] shoulder-blades, might have thought that he was merely gazing from this sixth-floor window down at the Greek columns[140] and austere façade of the First National Bank. To Muriel there was nothing spiritually austere about the bank; her father[160] was president of it.

Suddenly Reed shifted nervously on one foot, aware of her presence, and as she caught a[180] glimpse of his thin, rather handsome face she saw what at any other time must have struck her alert mind[200] as an expression of tenseness in the pale features. His usually resolute chin quivered a couple of times; and his[220] well-spaced brown eyes, perceptibly deep under thick, black brows, seemed to rove up and down the street.

But Reed[240] was not thinking so much of the scene outside his window as the disturbance in his own thoughts, and less[260] of the First National Bank than the daughter of its president, sitting six feet away taking his dictation as coolly[280] as if she were an ordinary secretary instead of Muriel Pittsley, who came to business every day in preference to[300] idling in her own set of the Pittsleyville aristocracy —and said it was more thrilling! . . . Thrilling? The idea fairly bounded[320] in Reed's mind. If she only knew how thrilling it was—for him!

"Where was I?"

"You are really, according[340] to the viewpoint of modern salesmanship—"

"Oh, yes. You are really comma according to the viewpoint of modern salesmanship comma[360] some one acting in place of the president comma making a friendly call comma to point out to the prospect[380] the profit he will get comma—" Really, he supposed, trying to force himself to face the truth, it was he[400] himself and not fate that was to blame. After all, it was belief in himself that, during these twenty-eight[420] years when he had neither married nor fallen in love, had spurred him along the road to this sales managership[440] of a firm as big as the Marble Bit and Auger Company. "You can't keep a good man down," he[460] was fond of saying, praising some salesman who had forged ahead in an unpromising territory.

This fine spring day, he[480] felt, increased his sense of personal identity, and so perhaps his personal responsibility too. Outside the open window a soft,[500] amorous wind was toying with the warm sunshine. In the newly leafed elms of Court House Square the sparrows were[520] making a noisy to-do about their own personal identity. They, too, felt the spring! Below, in the humming traffic[540] of Main Street, cars slid along with a quickened pace, and trolleys crooned melodiously around distant corners. Beyond the town[560] on the hills across the river, Reed Davis could see fresh carpets of green stuff unrolled on all the slopes.[580]

"What was that last?"

"To point out to the prospect the profit he will get—"

"Oh, yes. The profit he[600] will get in using our product and service period." The whole trouble began two months before, he reflected, when he[620] found himself falling in love with her. It was queer how stirred he felt in Muriel's presence, how a sense[640] of awe always invaded him at the sight of her. She was a Pittsley of Pittsleyville!

He began to pace[660] back and forth, thinking of how many times he had passed the Pittsley house, that most aristocratic of all dwellings[680] in Willow Street, where the first Pittsley, who bore the title of General, had lived more than a hundred years[700] ago. Tall, stately pilasters enclosed a second-story veranda in the manner of southern Colonial houses. In the pediment above[720] the pillared portal was a decoration born of the days when papier-maché ornamentation and "stone plaster" began to be[740] used, displaying two cornucopias of pulchritudinous plenty gushing rich fruits, while above hung suspended a dish with a fowl rampant,[760] especially its feathers. He would not think of laughing at the bird, even if he did find it amusing! In[780] the old "Annals of Pittsleyville" at the public library he had read accounts of the élite of the coun-

tryside swarming[800] to this house on festive occasions, of the "merry-making in the spacious halls, which were much given to hospitality."[820] Well, the old days of such merry-making had passed, the scene shifting to the country club—instead of making[840] merry these days, people made gin!—but the authentic charm of the Pittsley family, the pioneer validity, still lived, he[860] felt, in the person of Muriel.

"The day of the salesman comma who thumps his customer's desk until he gets[880] a callus comma has passed."

Yes, the trouble had begun two months ago when he found himself waiting for the[900] sound of her quick, light step in the morning, and with painfully concealed eagnerness watched her as she hung up[920] her rust-colored sports coat, lifted her toque from shiny black hair, now grown so long again—thank Heaven!—that[940] she could do it up in back, as simply as a Greek maiden in a frieze, and let the fine[960] smooth lines of her head be shown. Then she would glance in the mirror of her vanity case with casual[980] indifference to the delicate oval of face she must have seen reflected there, with the optimistically tilted nose and the[1000] faint shadows in each ivory-hued cheek, dim depressions so much more mysteriously charming than dimples. And then, when she[1020] faced him, smiling, speaking in a low yet spirited voice that made him tremble inside: "Well, Reed, shall we tear[1040] through a lot of work today?" he would sometimes have to gulp almost to get his breath. Though for some[1060] time he had known her well enough to call her by her first name, he could never do it without[1080] feeling a strange and daring elation. Not only was he class conscious where she was concerned, all with her aristocratic[1100] background dotted with family holdings in banks and trust companies, but he was unduly aware of his own humble beginnings.[1120] He had come of people of good stock but no stocks and bonds.

A self-made man, he was extremely,[1140] almost morbidly sensitive about what he had made of that self—and what he had left unmade.

"That's all, Muriel."[1160] He strode back to his desk suddenly, avoiding her eyes, and in reaching for one of the trays he overturned[1180] the ink-bottle. To his relief he saw Muriel vanishing through the door without having noticed his awkwardness—and he[1200] hated to upset things!

He went to the storeroom for a batch of waste to mop up the ink, and[1220] in returning to the storeroom with the waste he suddenly found himself separated from Muriel and Clara Tucker only by[1240] the beaver-board partition between that room and the stockroom. He could hear every word they said. Clara Tucker was[1260] Mr. Marble's secretary. She, like Muriel, had gone to the stockroom for some supplies, and, evidently, seeing the shorthand book[1280] open in Muriel's hand, had begun commenting on it.

"Yes," replied Muriel, laughing, "Reed's a comma hound."

"A *what?*"

"A[1300] comma hound. You know, he dictates a comma in every conceivable place."

"Punctuation? Oh, boy! Don't I know? Didn't I[1320] used to work for him? A comma hound. That's good!"

They both laughed.

"You know," went on Clara, "he educated[1340] himself, and he must have learned punctuation from the wrong copybook. Maybe it was the Sears-Roebuck catalog!"

"Maybe so."[1360]

It wasn't a hearty acquiescence, but it was enough to make a visible effect on Reed. Suddenly hurt, his face[1380] fiery, he was aware that perspiration had broken out on his brow, and while he still stood, rather stunned, he[1400] lifted the handful of waste and unwittingly mopped his face with it.

"Oh, God!" he said to himself.

He went[1420] back to his office and sat down at his desk grimly. A comma hound! He *did* like lots of punctuation,[1440] he reflected; he couldn't help it. It was the same with figures and statistics . . . But Muriel had laughed at him![1460]

When she came into his room again, pausing opposite, she gave him a level look and then burst into laughter.[1480]

"What—what's the matter?"

"Your face," replied Muriel. "Look at it!" And she tossed her vanity case over to him.

Bewildered,[1500] but obeying her, he gazed in the tiny, gold-rimmed circle of glass and saw a huge smear of black,[1520] grotesquely splotching his face. It must have been from the waste he had mopped up the ink with.

After that,[1540] it was not easy to get back into the routine of work.

A second blow fell upon Reed this fine[1560] spring day when Mr. Marble called him into his private office and threatened to take his job away from him.[1580] John Marble was president of the company, which he had inherited from his father, and now, middle-aged, resourceful, efficient,[1600] he had been responsible for the great growth of the business. He was not a difficult boss to work for;[1620] with Reed he had been friendly and helpful; but he was candid.

"Maybe, Reed," he reflected, taking his wiry black[1640] mustache between thumb and forefinger, and pulling on it solidly, "maybe we should have kept you in your old job[1660] as secretary. Would you rather go back to it?"

Reed knew a moment of panic.

"No," he said, "I want[1680] to remain sales manager." It was a promotion he would hate to relinquish, promising the only advancement in the company.[1700]

"I thought you were good at detail work, that you just ate up anything methodical, but now I'm beginning to[1720] think I was wrong. Am I?"

"No—I mean, yes." Reed jerked one hand out of his pocket anxiously. "I[1740] *do* like detail."

"But the salesmen have been sending in complaints—territories switched by mistake, sales letters behind schedule—what's[1760] the

matter with your face?"

Reed flushed.

"Ink. I couldn't get it off."

"What did you do? Try to put[1780] your head in the ink-well?" Mr. Marble laughed. "You're more nervous than you used to be, aren't you? And[1800] your color's not so good. Not sick, are you?"

"No, not sick, but I guess I've been a little upset[1820] lately—not business, Mr. Marble, but something outside. It's had its effect on my work, of course. That's why I[1840] muddled up some of it. I won't do it again."

"If you want any more help, you know you can[1860] hire as many stenographers as you want."

"I—I *am* going to make some slight changes," he said, thinking of[1880] Muriel. "I'm going to get myself in hand. You'll see the difference in a week. I promise you that."

"Good![1900] That's all I want, Reed."

"As regards window displays comma which comma we feel comma can not be over-emphasized[1920] comma give all the time possible to coöperation with—with—" Darn it, he couldn't help all that punctuation! He had[1940] been led to believe it was necessary. "Where was I, Muriel?"

"Give all the time possible to coöperation with."

"Oh,[1960] yes. With local dealers period. And now a letter to Pethick in Altoona. Regarding the cardboard boxes comma—" He got[1980] up from his chair and paced to the window, where he saw in the street the top of a new[2000] limousine as black and lustrous as Muriel's hair. "In my judgment comma it would be a great mistake to postpone—"[2020] Hastily he returned to his desk and sat down. "No, cross that out. To take the risk of having postponed[2040] a matter which comma—" Again he rose and strode to the window. Maybe she had only come to work here[2060] in the mood of a social worker curious to find out how the other half earned its living! "What was[2080] that last, Muriel?"

"A matter which comma."

"Take out the comma."

"Really?"

At the surprised tone of her voice he[2100] turned quickly enough to catch the smile in her eyes, and suddenly all his pent-up feelings caused him to[2120] exclaim bitterly:

"I know! I know! I'm a comma hound, as you said."

Muriel's pad slipped from her knee to[2140] the floor.

"You heard me?" Her eyes were wide with astonishment.

"Yes. I was in the storeroom at the time."[2160]

"I'm sorry," she said, seeing the queer look in his face. "I didn't mean to hurt your feelings."

"Oh, no![2180] . . . No, of course, not."

She gave him a level glance.

"Now, Reed," she inquired, "you aren't taking yourself too seriously,[2200] are you?"

"I suppose I am," he said in a firm voice. "But I get a lot of fun out[2220] of taking myself seriously!"

She gasped; she had never seen him in this mood before.

"Is that why you were[2240] so nervous just then? Have I made you self-conscious? I know you're terribly shy sometimes."

He stepped back to[2260] his chair and sat down.

"If I'm nervous it's because I've got something on my mind, something I've got to[2280] tell you, and I don't know how to break it without hurting *your* feelings. I suppose the best way is[2300] just to say it. I've got to ask you to leave, Muriel."

"To leave? You mean—quit?"

"Yes."

For a[2320] moment she regarded him silently, considering.

"So I'm fired, am I?"

"No, no. It's just that I've got to make[2340] some changes in the office, and you happen to fall among the—the changes."

"You aren't mad about the commas?"[2360]

"No. It's as I said; some changes have to be made. I'd rather not go into details, if you don't[2380] mind."

A flush crept into her cheeks.

"I don't like being fired from my first job. Some of my friends[2400] are going to laugh at me and say 'I told you so!' "

"Well," returned Reed, "you don't want to mind[2420] what they say. That would be taking yourself too seriously."

She caught her breath.

A sense of strained relationship marked[2440] their parting, and as soon as Muriel left, Reed released his fingers from the under side of his desk, where[2460] they had been clutching the ledge of the drawer tightly.

"Thank Heaven," he breathed to himself, "that's over!" Sinking back[2480] in his chair, he gave himself up to his thoughts. "Now, with her out of my mind, I'll make no[2500] more mistakes here." He began reaching decisively for this tray and that. "I feel better already." After all, he should[2520] never have let himself get into the state he did, dreaming of her as if such a dream were attainable.[2540] "Now," he decided after some further adjustments about his desk, "everything's ready for tomorrow. No loose ends lying around. I'll[2560] go home and amuse myself this evening. I haven't touched my piano for a month." (2575)

(*To be continued next month*)

Foundations

From "Your Job"

By Harold Whitehead, of Boston University

All the beautiful houses and homes of Charity and Correction in the city of Cleveland are located in the suburbs[20] where there is plenty of fresh air and sunshine and naturalness.

Twenty-five years were required to complete the job[40] of erecting all the necessary buildings.

If the task had been an ordinary business venture there would have been nothing[60] unusual about it—but, remember, this was a pub-

lic matter, and in the nature of things the men in power[80] at the beginning of the work could not hope to maintain office for that length of time.

The Mayor and[100] Commissioner of Charity and Correction who were responsible for the work discussed the matter at length. Granted they could begin[120] the work of erecting the buildings in the suburbs—but was it not probable that the next administration would kill[140] or change the plans and so spoil the whole project?

Said the Mayor to the Commissioner: "Go ahead and spend[160] the appropriation as if you were going to carry the work through to completion. Lay all your foundations. Lay them[180] so completely that those who follow will have to continue the work along the lines of the original plans. The[200] public will see that the money expended in foundations will not be wasted through being left incomplete, so that once[220] the foundations are well and completely laid we may rest assured that the plans will be executed whoever may be[240] in power."

Of course the probability is that the scheme would have been carried through in any case, but it[260] is safe to say that the foundation work of the Commissioner insured the completion of the buildings.... Build the foundation[280] of your career thoroughly and to a well-conceived plan and your success is assured if you continue building on[300] that foundation.

So many people have ill-planned foundations scattered here and there but none of them are solid enough[320] to sustain the weight of permanent buildings.

What makes a good foundation for a business success? Knowledge, stability, good nature,[340] honesty, vision, foresight, enthusiasm, patience, team work, determination, good health, common sense.

And the set of tools which builds the[360] foundation is hard work. (364)

Key to the Bull Moose

"Gregging It Down from the North Woods"

Antlers: Key, gone; man, make, question, chip, ache-I can, avoid, wage, limb, loll, prompt, aunt-I want; will go; contact, should, defendant, cover-can have; yes, all, indication, decree; from, shall; glad, jab, urge, work, very respectfully, wash; lend, went, leak, tend; are-our-hour, leg, I, round, can have-cover, mill, church, they would, manufacture.

Body, beginning at nose: Bill, deal-dear, can, sir, is-his, our-are-hour, Fred, lean, jeer, sure-surely, chair, red, degree, eagle, maim, cream, key, rack, custom, suggest, everybody, peeve, shove, off, what, brunt, in-not, fall-follow, advertise, vice versa, have been able, have been, tendency; I will go, am-more, move, oath, rogue, for, principle, it, third, have you, before, work, log; care, times, fable, face, fee, have, low, ought, comfort, very, obvious; good, me, immediately, real-regard, record, ditch, timid, no-know, great, beforehand, at once; stung, rock; just, cheer, surely-sure, cheat, jay, hub, regular-regret, cook, put, a, for.

Vocabulary Drills

The following sentences, which were composed by Mr. Louis Leslie, of the Gregg Publishing Company's office in New York, will furnish excellent practice in continuous writing and as a review of the list of vocabulary words. Before dictating the sentences, and after you have drilled on the list carefully, go through the exercises following and have the class practice writing each of the italicized words a few times, after which dictate the entire drill until it can be written fluently. The exercises are arranged to correspond with the four pages of Short Vocabulary words.

Exercise 1

As the *authenticity* of the *attorney's affidavit* can be *counted* on, it *appears* that there is *abundant* and *conclusive* evidence[20] that it was the *architect's automobile* which inflicted the *comparatively* slight injury on the *benevolent citizen* in the recent *accident.*[40] At first it seemed as though he would recover, but I have just received *another* and more *authoritative* report *corroborating*[60] my first impression that his injury would be fatal. The *architect* was *anxious* to show by his *casual appearance* that[80] he *attached* little or no importance to the *application* for damages which was filed by the *administrator* of the estate[100] with the entire *approval* of the *citizen's* family. However, as the *architect* was *conspicuous* in politics and expected to be[120] made a member of the *Cabinet* within a month, he was not *apprehended* in spite of his *constant appearances* in[140] public. However, he did not abuse this freedom as, of course, it would not have been *consonant* with the dignity[160] of the *civil* authorities to let him *appear among* the *congregation* of Grace *Church* at their *Annual* Thanksgiving service, commemorating[180] the *amalgamation* of the thirteen states into one union—*America.* He was permitted to make an *address* before an *assemblage*[200] gathered for the purpose of suppressing *arbitrary* power and of *amalgamating* the great *amount* of scattered energy being wasted in[220] this *benignant* work. (223)

Exercise 2

The *hieroglyphics* deciphered recently by that *earnest* and illustrious *English* scholar show that many *generations* ago, in the *glorious* days[20] of ancient Egypt, *disaster* threatened the empire many times on account of the *ignorance* of the *executive* heads. It was[40] *discovered* that often the *expedient* of *delegating* the power of *executing* the laws to some *hitherto* unknown man from *headquarters*[60] was used. But as this *delegation* of power was by appointment rather than *election,* it had the *disadvantage* that there[80] was much *danger* of the people's being *deceived* by the appointment of someone whose ability was no better *developed*[100] than (or at least only *equivalent* to) that of the original man *designated* for the post. Another *dangerous* feature of[120] this *curious* plan was that it tended to *demoralize* any *democratic* tendencies which might exist. *Dissatisfaction* was caused by this[140]

doctrine in the courts, especially, as, often, the *deponent,* being a friend of the judge, would cause a suit to[160] go against the *defendant* by *default.* The *duration* of such a plan would soon mean that justice would *degenerate* into[180] a matter of *exorbitant* bribes. You may be interested in knowing that the inscription was *discovered* by a poor[200] man who had been sent by his wife to her friend's *husband.* (212)

Exercise 3

A *messenger* has just brought me a *parcel* containing a *manuscript* urging that the new court house be placed in[20] close *juxtaposition* to the *parliament* building, as this would greatly facilitate the *procedure* in cases where there might be doubt[40] as to which *institution* had *jurisdiction* over a matter. And as the interests of the *plaintiff* enjoying the *luxury* of[60] *litigation* should be considered *instead* of the convenience of the *legislature* or the *legislators,* I *intend* to do my best[80] to hasten the *introduction* of this measure. *Instantaneous* action is not advisable, but I shall *proceed* as rapidly as possible[100] and *persevere* until the entire *legislative* assembly shall see the *logic* of my argument, which I will present to them[120] from a *modern* and *practical* point of view. They should feel under an *obligation,* as *obedient* servants of the people,[140] to put the plan into *operation* by any necessary *legislation* within a year. It is *incomprehensible* to me that they[160] should *legislate* against the plan, because I know it is *indispensable* to *prove* each proposition as it is advanced, and[180] this I have done. I believe that any *negligence* on their part in *promulgating* it should be considered a *misdemeanor,*[200] and I will *prosecute* them for it. However, I suppose if I were to put this into *practice* many unkind[220] people would say that I was *persecuting* the men. (229)

Exercise 4

It is *really* a wonderful thing to think how many *versatile* men were in the service of the *United States*[20] *of America* during the recent *struggle.* Of course it was *unavoidable* that among so many a few should show *stupidity,*[40] or *repugnance* to disagreeable duties, or should even have tried to *thwart* the plans of the *United States,* but I[60] think we should be *thankful* that the *testimony* shows that there were so few of such men. As a *rule*[80] we did not sufficiently *remunerate* the *righteous* men who gave us of their best in every *situation.* But it was[100] impossible to work with a *tranquil* mind when the men knew that their families could not *support* themselves or maintain[120] any sort of *social* position. There is no *reason* why we should relate *specific* instances; everyone knows that many *resignations*[140] have been *provoked* by the fact that the men were not being paid a *quarter* of their real value.

For[160] instance, I know of one young *subaltern* who has made a *study* of *thermometers.* One of his *testimonials* says that[180] his discoveries in that field have *revolutionized* the making of these instruments. And although he *volunteered* early in the war[200] it is said he was *refused* promotion several times. This is not an *unusual* case—I know a *variety* of[220] others. It is such unjust *verdicts* which result in *revolution.* (230)

Supplementary Lesson Drills-III

Lesson Nine

All the students showed much industry and seemed to try to improve their work in both quality and quantity. Please[20] send duplicate copies of the new lists of prices to all the branch houses. It is our custom to advertise[40] in the different newspapers in all the large cities in the state. I shall refer this report to the society[60] at our next meeting. We will send the bill to you immediately and, if it is satisfactory, you may then[80] mail us your check. We regret very much that this report did not reach you before the report on the[100] insurance was made. (103)

Lesson Ten

Whereby, customary, deliverer, nowhere, anyway, housekeeper, homestead, mastoid, algebra, iterate, maneuver, vociferous, hemisphere, 4,000 feet, 7 hundred million dollars,[20] 85 degrees Fahrenheit, 12 barrels, a billion dollars, 9 square feet, 4 million people, 7½ percent,[40] indicated, outcry, striker. (43)

The copy for the magazine must be returned before 11 o'clock Friday morning. The meeting was a great success, nevertheless,[20] it was regretted that the most prominent speaker was absent. Our agent will travel throughout the southern states during the[40] months of January, February, and March. (46)

Lesson Eleven

It is said, in every way, to observe, as you may desire, ought to go, you don't respect, course of[20] the stream, Dear Mrs., as poor as, as rich as, car after car, there is certain, you do not reply,[40] great importance, date of the order, very soon, dimensions of the case, piece by piece, side of the street, in[60] reference to this matter, long time. (66)

If you wish the particulars of the wreck you will have to call on the captain at his home. We[20] will have to order these goods elsewhere if you cannot ship them within two or three days. You must not[40] park your car on the wrong side of the street. We hope you will be able to make us a[60] call very soon. We had hoped these goods would sell as well as the last lot. (76)

Lesson Twelve

Jump, stump, Tunis, illusion, idiom, clown, garnish, eldest, disloyal, disorderly, upbuild, crucial, involution, misuse, disuse, piled, theater,

voltage, lenient, medium,[20] rhetoric, curb. (22)

When the rush for permits to see the Royal company began, the band struck up the national tune "Beneath the[20] Tropic Sun." Great damage occurred to the baggage during the storm. A performance was given at the theater for the[40] purpose of raising funds for the new hospital. (48)

Tackle a task this way: First, weigh carefully what it will be necessary to do. Second, create a method or[20] plan for doing it. Then, with a singleness of purpose and a stubborn will, stick to the job until you[40] get it done. This is the philosophy of action and the practice of achievement.—*The Silent Partner.* (57)

Business Letters

Credit Information Asked from Customer

(From Gardner's "Constructive Dictation," page 104, letters 4, 6, and 8)

Homer Brothers,
29 Randolph Street,
Norfolk, Virginia

Gentlemen:

We have proceeded with the shipment of your order Number[20] 24576, sending the goods on open account.

We see that you have only recently entered[40] into business and wish to offer our best wishes for your success. Probably for this reason the agencies do not[60] seem to be equipped with information which would aid us in assigning to you a line of credit for your[80] future use. Under the circumstances will you supply us with the information requested on the inclosed memorandum? Then we shall[100] be able to give very prompt consideration to your future orders.

We trust that the present shipment will be the[120] means of profitable business for you.

Yours very truly, (129)

Mr. J. E. Deering,
829—60th Street,
Fremont, Ohio

Dear Sir:

Your order of January 10 for[20] hosiery was very much appreciated. We observe that you desire the goods shipped about March 10 and have entered the[40] order accordingly.

We see that you have recently purchased the interest of your partner in the business. Please accept our[60] best wishes for the success of the new arrangement. May we not ask that you provide us with details of[80] this transfer for our files?

Your use of the inclosed blank will enable us to complete our records without further[100] delay and will be appreciated.

Yours very truly, (108)

Millet and Kempton,
142 Akron Street,
Decatur, Illinois

Gentlemen:

We appreciate your generous order and are pleased[20] to inform you that the shipment will go forward in keeping with your instructions.

In placing the credit approval on[40] the order we observe a balance of $47.79 considerably past due, arising from invoice of[60] July 13, which, no doubt, has been overlooked by your bookkeeper.

Please give this matter your personal attention, informing us[80] of the result of your investigation at your earliest convenience.

Yours very truly, (93)

Integrity

The sextant and the map alone determine for the mariner the position of his ship—show whether or not it[20] is on the right course.

The yearly summing up of assets and liabilities determines for the business man the success[40] or failure of his past policies. By those figures he determines whether or not he has been right and corrects[60] any mistakes he may have made.

The annual audit in many cases has not gone deep enough—has shown effects[80] and not causes. The reason why many a commercial bark has stranded is that the audit has taken into consideration[100] only the physical assets and liabilities and has ignored the moral faults and virtues—the most vital of all assets[120] and liabilities.

The difference between your virtues and your faults—liabilities and assets—is the sum total of your Integrity.[140]

Realizing this, you will agree that there can be no more profitable way to spend an hour or two each[160] year than in reviewing the past. Make an impersonal audit of the year gone by from a moral standpoint. Be[180] fair! Give yourself credit where credit is due, but be stern where the case is otherwise.

Ask yourself if you[200] have dealt with others as you hope to be dealt with. Have you met your obligations—commercial, social, and domestic[220]—in full? Have you treated the world, "with charity for all, malice towards none"? Have envy, hatred and moral slothfulness,[240] like thieves in the night, crept in and warped and befouled your manhood?

Only a careful reckoning will determine the[260] answer. How much better to be poor, but clean in the eyes of the world with your Integrity like a[280] rock at your back, than cowering behind his ill-gotten gains, scorned by all and hating himself.

Integrity is the[300] balance shown by that perpetual inventory the world keeps of your acts—mental, moral, physical.

Integrity is yours to gain[320] or lose. Yours alone to make or break.

Therefore, alone when things are quiet, strip bare the secrets of your[340] life. Hide nothing, overlook nothing. Set aside each

virtue or fault as you find it and total the columns. The[360] difference will show you your standing as a man in your own eyes and as the world reckons your integrity. (380)

We cannot look, however imperfectly, upon a great man without gaining something by him. He is the living light-fountain[20] which it is good and pleasant to be near.—*Carlyle.* (30)

Look Out for Fear Germs

From "Ravelings"

Fear is the greatest enemy of humanity in the world.

We scoff at anyone's suggestion of its power over us,[20] yet we allow it to enter our thoughts and play havoc with our happiness a dozen times a day. If[40] we are afraid of any particular thing or condition, then fear begins to paralyze our efforts the moment it takes[60] possession of our minds.

We fear germs in everything we eat or touch—a tiny mite that cannot be seen[80] without the aid of a microscope. We worry over the safety of our loved ones. We dread the long routine[100] of work hours with seemingly nothing ahead but more days of work.

We fear our personal weaknesses and habits. Every[120] pain or cough is a signal for an offensive by our enemy, Fear.

What a lot of cowards we are![140]

But Fear, too, is a coward, a far greater coward than we are. When we have discovered and believe that[160] fact, it will lose its power over us. At the least resistance, Fear will turn tail and run. It is[180] deathly afraid of Courage and Cheerfulness, and never comes around to torment us when we are entertaining those thoughts. (199)

Key to November O. G. A. Test

The late George Augustus Sala in his memoirs of Dickens says: "All his contemporaries in the gallery whom I have[20] ever known—and I have known many—have concurred in stating that he was the quickest, the readiest, the aptest[40] and most faithful stenographer of his time. He had completely mastered the difficult and ungrateful art of shorthand; a mistress[60] whom you may woo indeed to conquest, but upon whom the door must be locked and who must be bound[80] in links of iron, lest she run away from you five minutes after she has given you her heart.

"In[100] his time Charles Dickens must have listened to and taken down the speeches of nearly every public man of the[120] last generation. There can be no doubt but that this early training in listening to and transcribing them was of[140] infinite service to him in enabling him to develop the utterances of his inborn genius to a clear, concise, and[160] perspicuous style." (162)

"As for error man changes his error frequently, but error of some sort is always with him." (17)

Example has more followers than reason. We unconsciously imitate what pleases us, and insensibly approximate to the characters we most[20] admire. In this way a generous habit of thought and of action carries with it an incalculable influence.—*Bovee* (39)

Always remember that good resolutions won't grow on bad habits. (10)

Short Stories in Shorthand

Wise Cracks

"So there's a new dog in your alley, is there? What's his name?"

"Ginger."

"Does 'Ginger' bite?"

"Naw. 'Ginger' snaps." (20)

Live vs. Let Live

"Do you think your poems will live after you are dead?"

"Can't say. I wish they'd let me live while[20] I'm alive." (22)

Getting His Quota

Policeman, with prisoner—"Your Honor, this man was caught picking pockets at the circus."

Judge—"Ten dollars fine."

Policeman—"Your[20] Honor, he has only five."

Judge—"Then turn him loose until he gets the rest." (35)

Indeed!

Old Sailor—"Yes, mum, that's a man-o'-war."

(Continued on page 182)

Lady—"How interesting! And what is that little one just in front?"[20]

Sailor—"Oh, that's just a tug."

Lady—"Oh, yes, of course, tug-of-war. I've heard of them." (38)

Tell It to the Marines

The wife and daughter of Lieutenant Berry of the Great Lakes Naval Training Station, approaching a gate to the station,[20] were halted by a sentry on duty there who had orders not to allow anyone to enter by that gate.[40]

"Sorry, but you'll have to go around to the main gate."

"Oh, but we're the Berrys."

"Lady, I don't care[60] if you're the cat's meeow, you can't go through this gate." (71)

And Then She Went

Hostess (*to caller who is a bore*): Won't you let me give you something by way of refreshment?

Guest: Not[20] just now, thank you. Perhaps just before I go.

Hostess: Then do let me get it for you now. (39)

All the Nuts Do Not Come from Brazil

THE following letter of application for a position as teacher in Gregg School is genuine:

Dear Sir:

I am 55; single; 5 ft. 8 in. tall; weigh 200; Presby; salary?

With a character as noble as Washington, an education equal to that of Jefferson; a heart as big as Lincoln; a divineness equal to that of Christ, what more should America ask for?

I am available at once and would be pleased to know what you have to offer.

Truly yours,

.....

Specialist in Com. Teaching

This was followed by a series of postal card follow-ups, the first reading:

Dear Sir:

Keep the home fires burning—don't be a slacker. One of those $2000 positions—20 years experience.

Truly yours,

Mr. Holm, principal of Gregg School, forwarded us the letter and cards with the notation:

"I should dislike to have the responsibility of giving instructions to a combination of Washington, Jefferson, and Lincoln."

Throw Out the Life-Line

(*Concluded from page 136*)

ing and without working very hard. Naturally, the weak babies die. The strong babies rarely develop as they should, because they are not given enough stimulating food. They make an excellent showing, but it is only a fraction of what they might really have accomplished with the right treatment.

Any skill is a purely individual acquisition. Accuracy in results and rapidity of response to the stimulus are the two inseparable qualities by which we test all skills. Accuracy is not a variable. It is like a fact—either it is or it is not. Rapidity of response is a variable and the element by which we measure increasing skill and the strengthening of coördination. Is it not apparent that the slow students must be segregated for more help, more friendly coaching, more elemental drill?

Don't Let John and Mary Sink!

Think of what we are doing in our shorthand classes in terms of swimming—we start a class in swimming. Then, although John and Mary cannot yet keep afloat, we plunge the whole class into deep water and expect John and Mary to swim as easily as do the rest. Of course, John and Mary do *not* swim. They sink. Yet both John and Mary, with a little more coaching, would not have sunk and might at the end of the year have reached the skill of the others in swimming.

So the teaching of elemental shorthand should be organized on the individual needs of the students. It is not the subject matter that is to be tabulated and doled out in systematic, step-by-step units. It is the needs of the individual student that must be evaluated and met if he is to be saved for the best that is in him. This condition has already been recognized in the typing classes. It is only a matter of a few years before the shorthand classes will be standardized on the individual accomplishment basis.

Let Us Grade on Accomplishment

Skill subjects should be graded on accomplishment. As a matter of fact, all attempts to grade them on any other basis may give students their credits but certainly is no guarantee of successful achievement. If this system of grading by accomplishment were accepted in shorthand, we would snap out of the lock-step method of procedure and our shorthand students would not sink when plunged into deep water. They would float, swim, and dive with daily increasing power.

When teachers are ready to organize shorthand classes on the basis of student individual needs, we shall be glad to coöperate by formulating the scales by which to measure attainment so that progress becomes a matter of a definite goal reached.

Throw Out the Life-Line

Have a heart for the shrinking beginners! Remember the old revival song—"Throw Out the Life-Line. Someone is sinking today." Have ready the life-line. Someone is sure to need it.

Teachers' Certificates

(*Continued from page 143*)

Florence Peters, Cedar Falls, Iowa
Pearl Porter, Fort Wayne, Indiana
Arvilla Rindahl, Barnesville, Minnesota
Mrs. Dora Rude, Parsons, Kansas
Letha Scott, Lincoln, Nebraska
Sister Antonia, Richmond, Virginia
Sister Maria Goode, Nashville, Tennessee
Sister Mary Anita, Enid, Oklahoma
Sister Mary Justin, St. Louis, Missouri
Sister Mary of St. Domitilla, Omaha, Nebraska
Opal Skelton, Lewisville, Texas
Vera L. Smith, Cedar Falls, Iowa
Mary M. Thayer, Abilene, Texas
Helen C. Ward, Detroit, Michigan
Henrietta C. Wilson, Cleveland, Ohio
Bess M. Wright, Dallas, Texas
Mary A. Campbell, Spokane, Washington
Blanche Helen Candage, Auburn, Maine
Natividad C. Cintron, Arecibo, Porto Rico
Kathryn E. Dailey, Springfield, Massachusetts
Bernhart A. Friedman, Brooklyn, New York
Francisca Arena Garcia, Ponce, Porto Rico
Irene Alma Graffam, Bangor, Maine
Isabel Grzbieniowski, Springfield, Massachusetts
Genevieve Mathilde Gura, Springfield, Massachusetts
Agnes T. Hackett, Springfield, Massachusetts
Frances E. L. Helgesen, Washington, D. C.
Amolia E. Jentoch, Springfield, Massachusetts
Ober W. Kimball, Auburn, Maine
Mary Klobucher, Opportunity, Washington
Ida Ruth Kurlansky, Springfield, Massachusetts
Helen J. Leeman, Auburn, Maine
Dorothy L. Lenard, Springfield, Massachusetts
Lillian M. MacDougall, Bangor, Maine
Ruth B. Mason, Pottersville, Massachusetts
Ida M. Moore, Auburn, Maine
Ina I. Newton, Pittsfield, Massachusetts
Beatrice S. Nichols, New Lenox, Massachusetts
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